DOCUMENT RESUME

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EA 002 321

Evaluation of the Comprehensive Compensatory Education Program Instituted under the Provisions of Title 1, Elementary and Secondary Education Act of 1965, Public Law 89-10, for the 1967-68 School Year. No. 1, Part 1.

California State Dept. of Education, Sacramento.; Fresno City Unified School District, Calif. Office of Planning and Research Services.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

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Identifiers-*ESEA Title I

This document reports on the first phase of an evaluation of the 1967-68 ESEA Title I projects of the Fresno City Unified School District which seeks ultimately to achieve a rank ordering of project components as to their effectiveness. Primary emphasis in this volume is on describing the various projects and components along with pertinent teacher appraisals of these components. Two projects are discussed in the report--preschools and the comprehensive compensatory education plan. Components of the latter include inservice education, instructional TV, study trips, pupil-teacher ratios, reading articulation, reading centers, counseling services, teacher clerical aides, school-home liaison, and health services. Discussion of each component includes a statement of objectives, a narrative description, and proposed method(s) of evaluation. A section of general information provides names and addresses of administrative personnel along with data on enrollment, community services, advisory committees, personnel, and program effects on integration. (TT)

ED0 30201

OE-BESE
TITLE I

THE OFFICE OF PLANNING AND RESEARCH SERVICES

EVALUATION OF THE COMPREHENSIVE COMPENSATORY EDUCATION PROGRAM INSTITUTED UNDER THE PROVISIONS OF TITLE I

"ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965"

PUBLIC LAW 89-10

FOR THE
1967-68 SCHOOL YEAR

EA 002 321

NO. 1
PART 1

FRESNO CITY UNIFIED
SCHOOL DISTRICT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Evaluation Report Submitted to the

California State Department of Education

Sacramento, California

Regarding

Programs and Services Provided Under The Elementary and Secondary Education Act of 1965

Submitted August 15, 1968

by

Fresno City Unified School District

Erwin A. Dann, Superintendent

2348 Mariposa Street

Fresno, California 93721

Program Title: A Comprehensive Compensatory Education Program

Project	Number
Project I	10-240-01-2421
Project II	10-240-02-2424

Reporting Officers: Robert A. Hansen, Director
Office of Planning and Research Services
Gordon R. Graves, Program Evaluator

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Introduction To The Evaluation

The evaluation of the 1967-68 Elementary Secondary Education Act Title I of the Fresno City Unified School District will be Completed in several phases. This research report is concerned primarily with a description of the various projects and components, and pertinent teacher appraisals of these components. A succeeding report will deal in depth with the affect of the program upon pupils and the educational system. The goal of the overall evaluation will be to achieve a rank ordering of the components within the program by effectiveness. To establish this ranking, an exhaustive exploration of the interrelationship of the learner with the various aspects of the educational system will be made. The end product of an adequate ranking would there be the basis of a cost effectiveness analysis.

The present report, describing the components of the program, has been written primarily by people involved in the components themselves.

PART I

GENERAL INFORMATION

COMPENSATORY EDUCATION SCHOOLS

Public Schools: Fresno City Unified School District

School	Principal	Address	Phone
ELEMENTARY			
Addams	Jack Smith	2117 W. McKinley	268-8086
Aynesworth	John Savona	Church & Chestnut	251-6001
Calwa	Raymond Harmon	4303 E. Jensen	266-0794
Carver	William Gillen	2463 S. Fig	264-3564
Columbia	Pumphrey McBride	1351 C St.	268-5384
Emerson	Jack E. McLain	2202 Monterey	264-2251
Figarden	Robert Richner	6235 N. Brawley	439-0170
Franklin	Albert Pratt	1189 Martin St.	266-9631
Jefferson	Rutherford Gaston	202 N. Mariposa	237-4106
Kirk	Jack Stewart	2354 Lily Ave.	266-9909
Lane	Shannon Jones	4730 E. Lowe	251-5561
Lincoln	Larry Riordan	651 B St.	266-0259
Lowell	Seth Atamian	171 Poplar	485-2681
Rowell	Joe Bullington	3798 E. Lewis	266-8359
Teilman	Wayne Snell	11 S. Teilman	233-3107
Webster	D. A. Kellenberger	933 N. Mariposa	268-4217
Winchell	Raymond Swords	1240 S. 8th St.	266-9809
JUNIOR HIGH			
Addams	Jack Smith	2117 W. McKinley	268-8086
Irwin	William Micka	2340 S. Fairview	233-0154
Sequoia	Emil Herzberg	4050 E. Hamilton	266-0681
Washington	Theodore Woody	735 Glenn Ave.	268-8426
SENIOR HIGH			
Edison	John Solo	540 E. California	485-0770
Roosevelt	Douglas Bray	4250 E. Tulare	255-3021

* * *

Non-Public Schools

ELEMENTARY			
Our Lady of Mt. Carmel	Sister Theodore	1011 Florence Ave.	266-8779
St. Alphonsos	Sister Mary Valerie	1007 Trinity	266-3290

District Code: | 1 | 0 | | 2 | 4 | 0 |

California State Department of Education
Director of Compensatory Education
Evaluation Unit
721 Capitol Mall
Sacramento, California 95814

ANNUAL EVALUATION REPORT

PROGRAM INFORMATION

Elementary and Secondary Education Act of 1965, Title I
Public Law 89-10

Legal Name of Local Education Agency (LEA):

Fresno City Unified School District

Name of Director: Arthur G. Carlson	Title: Director of Department of Compensatory Education Service

Mailing Address: 305 E. Belgravia	City: Fresno	Zip Code: 93706

Telephone: Area Code: 209	Number: 266-3560	Extension:	County: Fresno

If the ESEA Title I program was a cooperative program with two or more LEA's, please give the county-district code for the LEA's involved:

Not Applicable

I hereby certify that to the best of my knowledge, the information contained in this Annual Evaluation Report is correct and complete:

______________________________ 6/13/68

Signature of authorized LEA representative   Date

District Code: 1 0 | 2 4 0

I. ENROLLMENT DATA

1. For persons enrolled in school, enter the unduplicated count of children receiving a service from this program:

Grade Level	Number Enrolled	
	Public	Nonpublic
Preschool	240	30
K	398	none
1	758	75
2	783	50
3	784	50
4	91	75
5	117	50
6	117	50
7	191	75
8	192	75
9	267	none
10	388	none
11	388	none
12	389	none
Ungraded	none	none
Total	5103	530

2. For persons not enrolled in school, enter the unduplicated count of persons receiving a service from this program.

Level	Number Not Enrolled
Preschool	
Dropouts	
Adult	

District Code: | 1 | 0 | | 2 | 4 | 0 |

II. COMMUNITY SERVICES INFORMATION

1. What degree of success did the district experience in developing and implementing public and non-public school cooperative projects?

High 1. X
Average 2.
Low 3.

2. Did the districts Title I program serve a geographic area where there was an approved Community Action Program?

Yes 1. X
No 2.

3. What degree of success was achieved in securing district Community Action Agency cooperation?

High 1. X
Average 2.
Low 3.

4. What degree of success was experienced in coordinating Title I programs and Community Action Programs?

High 1. X
Average 2.
Low 3.

5. Indicate the principal officer of the Community Action Agency with whom the coordinative aspects of Title I were fulfilled.

County Director 1.
Designee CAA/EYOA 2. X
Local CAA 3.
None 4.
Other 5.

6. Did the district have a District Advisory Committee as required by the State guidelines?

Yes 1. X
No 2.

7. If the district had a District Advisory Committee, what degree of success was encountered in working with this committee?

High 1. X
Average 2.
Low 3.

District Code: | 1 | 0 | | 2 | 4 | 0 |

III. DISTRICT ADVISORY COMMITTEE INFORMATION

1. How many members are on your Title I District Advisory Committee? 1. 61

2. How many of the total membership reside in the program "target area?" 2. 43

3. How many of the total membership are parents of children participating in your Title I program? 3. 37

Place an (X) beside any of the individuals or organizations that serve on your advisory committee.

4. School Community Coordinator 4. X

5. Community Council Representatives 5. X

6. Anti-Poverty Program (Head Start, NYC, Teen Posts, Communications Skills) 6. X

7. Service Club Representatives 7. X

8. Non-Public School Representatives 8. X

9. Ethnic Action Groups 9. X

10. Political Action Groups 10. ____

11. Parents Clubs 11. X

12. Parent Teachers Association 12. X

13. School Board 13. X

14. Project Teachers 14. X

15. Faculty Association Representative 15. X

16. Central Administrative 16. X

17. Project Building Principal 17. X

District Code: | 1 | 0 | | 2 | 4 | 0 |

18. Has your committee formally adopted objectives for its group?	18. Yes ____ No X

Place an (X) beside any of the following activities in which your committee has participated.

19. Orientation meetings	19. X
20. Project planning sessions	20. X
21. Project evaluation sessions	21. ____
22. Disseminated information (publications, slides, illustrations, speakers)	22. X
23. Implementation of project (teacher aides, personal resources, and other voluntary services)	23. X
24. Does the advisory committee operate under a set of by-laws?	24. Yes ____ No X
25. Has the entire committee participated in the formulation of by-laws?	25. Yes ____ No ____
26. Do you have provisions for a chairman and other officers?	26. Yes X No ____
27. Have you an established length of tenure for members of the committee?	27. Yes ____ No X
28. If the answer to 27 is yes, what is the length of service?	28. ____ yrs.
29. Do the terms of all members terminate at the same time?	29. Yes ____ No ____
30. Do you have provisions which establish the number of meetings to be held?	30. Yes X No ____

District Code: 1 0 2 4 0

IV. PERSONNEL

Indicate the number of positions supported by ESEA Title I funds in each of the following time categories:

Teaching Positions	Full Time	More than Half-time, Less than Full Time	Half-time or less
	(A)	(B)	(C)
(1) Preschool		18	
(2) Kindergarten	11		
(3) Elementary			
(4) Secondary	25.5		
(5) Speech Correctionist			
(6) Teacher of the Handicapped			
(7) Reading Specialist			6
(8) Other			
Non-teaching Positions			
(9) Teacher Aide		26	79
(10) Librarian	2		
(11) Supervisor or Administrator	4		
(12) Counselor	5.5		
(13) Psychologist	1		
(14) Testing assignment			
(15) Social work assignment	3		
(16) Attendance assignment			
(17) Nurse	6		
(18) Dental Hygienist			
(19) Clerical position	22		
(20) Volunteers			200
(21) Other Resource teacher	1.5		
(22)			

District Code: | 1 | 0 | | 2 | 4 | 0 |

V. NON-PUBLIC SCHOOL PARTICIPATION

In the following table, indicate the number of components* and the number of non-public school children* participating in Title I projects:

Schedule	On Public School Grounds		On Non-Public School Grounds	
	Number of Components	Number of Children	Number of Components	Number of Children
Regular School Day			5	300
Before School Day				
After School				
Weekend				
Summer				

* This is not expected to be an unduplicated count.

VI. INTEGRATION

What effect did the program have on patterns of integration in the district?

Two buses were purchased under ESEA Title I for integration purposes. Junior High students are being transported to northern Junior Highs.

District Code: 10 240

California State Department of Education
Director of Compensatory Education
Evaluation Unit
721 Capitol Mall
Sacramento, California 95814

ANNUAL EVALUATION REPORT

PROJECT INFORMATION

Elementary and Secondary Education Act of 1965, Title I
Public Law 89-10

Project Title:
Comprehensive Compensatory
Education Plan

Beginning Date: September 11, 1967

Ending Date: June 7, 1968

---

1. Indicate the grade level and the number of students participating in thie project:

Grade Level	Number Enrolled	
	Public	Non-Public
Preschool	none	none
K	398	none
1	758	75
2	783	50
3	784	50
4	91	75
5	117	50
6	117	50
7	191	75
8	192	75
9	267	none
10	388	none
11	388	none
12	389	none
Ungraded	none	none
TOTAL	4863	500

2. If there were adults participating in this project, indicate the number of:

a. School personnel a.____________
b. Parents b.____________
c. Community personnel c.____________

PROJECT I A

District Code: 1 0 2 4 0

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P 1 2 3 4 5

COMPONENT	COMPONENT CODE	NO. OF PARTIC.	MAJOR OBJEC.	RESEARCH DESIGN	MEAS. DESIGN	STAND. TEST	TOTAL COST ENCUMBERED
PRIMARY	11. 0 8 0 1	12. 5633	13. 1 1	14. 4	15. 0 1	16. 2 0 2	17. $____
SECONDARY	21. 0 8 0 5	22. 5633	23. 1 1	24. 4	25. 1 4	26. 2 0 2	27. $____
TERTIARY	31. 0 8 0 6	32. 840	33. 1 1	34. 4	35. 0 1	36. 2 0 2	37. $____
INSERVICE	41. _ _ _ _	42. ____	43. _ _	44. ____	45. _ _	46. _ _ _	47. $____

NOTE: For any minor-supportive components, identify the component and enter the code number:

COMPONENT	CODE
1. ____________________	1. _ _ _ _
2. ____________________	2. _ _ _ _
3. ____________________	3. _ _ _ _
4. ____________________	4. _ _ _ _
5. ____________________	5. _ _ _ _

PROJECT I B

District Code: | 1 | 0 | | 2 | 4 | 0 |

FOR STATE USE ONLY

P 1 2 3 4 5

COMPONENT	COMPONENT CODE	NO. OF PARTIC.	MAJOR OBJEC.	RESEARCH DESIGN	MEAS. DESIGN	STAND. TEST	TOTAL COST ENCUMBERED
PRIMARY	11. 0 2 0 1	12. 2926	13. 1 2	14. 1	15. 0 1	16. 2 0 2	17.$
SECONDARY	21. 0 3 0 1	22. 3574	23. 1 2	24. 4	25. 0 1	26. 2 0 2	27.$
TERTIARY	31. 0 2 0 1	32. 5633	33. 1 2	34. 4	35. 0 1	36. 2 0 2	37.$
INSERVICE	41. 1 1 0 2	42. 631	43. 6 4	44.	45. 1 4	46. 2 0 2	47.$

NOTE: For any minor-supportive components, identify the component and enter the code number:

1. Study Trips	1. 0 7 0 1
2.	2.
3.	3.
4.	4.
5.	5.

PROJECT I C

District Code: | 1 | 0 | | 2 | 4 | 0 |

FOR STATE USE ONLY

P 1 2 3 4 5

COMPONENT	COMPONENT CODE	NO. OF PARTIC.	MAJOR OBJEC.	RESEARCH DESIGN	MEAS. DESIGN	STAND. TEST	TOTAL COST ENCUMBERED
PRIMARY	11. 0 4 0 1	12. 1365	13. 3 2	14. 2	15. 0 5	16. _ _ _	17. $______
SECONDARY	21. 0 5 0 1	22. 5633	23. 5 1	24. X	25. 1 4	26. _ _ _	27. $______
TERTIARY	31. 0 6 0 3	32. 683	33. 3 2	34. X	35. 0 4	36. _ _ _	37. $______
INSERVICE	41. _ _ _ _	42. ___	43. _ _	44. ______	45. _ _	46. _ _ _	47. $______

NOTE: For any minor-supportive components, identify the component and enter the code number:

COMPONENT	CODE
1. ____________________	1. _ _ _ _
2. ____________________	2. _ _ _ _
3. ____________________	3. _ _ _ _
4. ____________________	4. _ _ _ _
5. ____________________	5. _ _ _ _

PROJECT I

COMPREHENSIVE COMPENSATORY EDUCATION PLAN

Component I
Inservice Education

I. Objectives

A. To improve the teachers' understanding of the unique problems facing students in the target areas

B. To provide opportunities for these students to:

1. improve language and reading skills

2. gain insight into their own personal capabilities

C. To make available opportunities for teachers to become skilled in the use of new teaching techniques, methods, materials and equipment which will be utilized in meeting student needs.

D. To make available opportunities for classroom aides to become acquainted with school and classroom procedures. Provide an introduction to basic instructional techniques in the language arts.

II. Narrative Description

A. Activities of Inservice for Language Development

1. Introductory and follow-up workshops initiating use of Sullivan Programmed Reading Series

Preservice: (June 1967)

A four day workshop was conducted by district personnel and consultants supplied by McGraw-Hill Publishing Co. Participants: Teachers (K-3) -- from six Reading Articulation Program schools.

Workshop sessions covered:

(1) language development of the educationally disadvantaged student

(2) the teaching of reading as a part of the total language arts curriculum

(3) instructional techniques for using Sullivan Programmed Reading Series

(4) utilization of classroom aides

(5) readiness in Kindergarten and grade 1

These preservice sessions were repeated prior to the opening of school in a more abbreviated form.

This preservice training was most effective in ite earlier (June) more inclusive sessions. Teachers, after school closed and prior to the beginning of summer activities, were most receptive to the new program. More than half the total number of teachers to be involved in the program (125) attended voluntarily. District credit (1 unit) was provided for those attending the sixteen-hours of preservice workshop activities. Teachers were provided with manuals and materials for use during the summer months.

It became apparent after initiation of the program that insufficient emphasis had been given to the language readiness of first grade students. Greater emphasis was placed on this area at subsequent inservice meetings.

Sucessful initiation of the program has been attributed to the participation of teachers in these workshop sessions.

2. Work Sessions for preparation of language development curriculum materials and instructional aids.

   Meetings involving the reading specialists (Miller-Unruh) and participating district as well as professional consultants were scheduled weekly. At these meetings presentations were made providing the information and materials for conducting individual school workshops. These in-school workshops were directed by the reading specialists and designed to fit the individual needs of each faculty. These workshops covered:

   .....language development activities
      puppetry
      listening skills
      games

   .....readiness (grade 1)

   .....utilization of equipment
      overhead projectors
      tape recorders
      Language Masters

   Special work sessions were scheduled for groups of reading specialists. Materials, teaching and organizational methods found most effective during the year were evaluated and submitted for inclusion in a language development guide. This guide will be produced by a writing team of reading teachers during the summer and will be available in the fall semester of the 1968-69 school year.

3. Preservice and inservice sessions for classroom aides.

   Classroom aides were provided for teachers K-3. These aides were assigned to work during the daily language arts period. (2 hours)

   Preservice training was conducted by district administrative personnel and the Department of Compensatory Education inservice coordinator. Workshop sessions were scheduled covering these topics:

   (1) District Organizational Procedures

   (2) Classroom Organizational Procedures

   (3) Working With Educationally Disadvantaged Students

   (4) Child Growth and Development

   (5) Instructional Methods and Materials

   Inservice meetings with aides were conducted in each school by the principal and/or the reading specialist. These meetings were designed to increase the skill of aides in working with materials and equipment in the language curriculum.

4. Instructional Television (ITV)

   (1) A course in linguistics by Dr. Ruddell was provided during the spring semester. (College credit)

   (2) A Human Relations program was developed which will be produced during the 1968-69 school year.

5. Visitations within the district and to other districts throughout California were made available. These were scheduled by the inservice coordinator to schools having outstanding reading/language development programs. Teachers, reading specialists and administrative personnel participated in these visitations. Included were visits to schools using various types of reading and language materials as well as those having programs which seemed particularly successful in teaching educationally disadvantaged students.

B. Inservice Activities: Junior and Senior High Schools

   1. Information concerning the problems of teaching minority group students was made available to all teachers. Copies of selected articles were distributed upon request to all schools.

      Visitations were scheduled to projects within the state to evaluate materials and techniques for teaching educationally disadvantaged students.

As a result of this activity:

(1) programmed materials in reading were introduced into junior high school classes. Inservice was provided for teachers prior to use of the material.

(2) a math program at the 9th grade level is being developed and will be ready for use during the 1968-69 school year.

(3) multi-level reading materials were made available to social studies teachers at the junior high school level.

Junior high school participating in E.S.E.A. Title I projects and those receiving students as a result of integration projects and district open enrollment were involved in extensive inservice planning and orientation sessions. These sessions constituted Phase I of a three phase program which will be continued and culminated during the 1968-69 school year.

Phase I consisted of a planning session and two orientation meetings. These were conducted as follows:

Planning Session - Consultant, Mr. Kenneth Johnson, Professor of Sociology, University of Southern California, working with Department of Compensatory Education and district staff personnel met for program planning.

Orientation Session 1 - Conducted by Dr. John Zenger, professional in the field of Human Relations. Participants: District office personnel and administrative personnel of junior high schools. Purpose of session: (1) assessment of personal attitudes toward minority groups; (2) identification of educational problems faced by students and the schools as students from target schools attendance areas are integrated into new areas; (3) suggest possible solution to problems; (4) identify existing barriers to implementation. (May 13, 1968)

Orientation Session 2: Participants: District office personnel administrators and teachers serving junior high schools. This session was conducted by Mr. Kenneth Johnson, consultant and specialist on problems of educating Negro youth. Purpose of meeting: (1) review of previous meeting results; (2) identification by teachers of specific problem areas to be covered by 1968-69 inservice education program; (3) presentation of framework for 1968-69 program. (May 31, 1968)

III. Evaluation

Evaluation of Inservice Education will be considered as they serve individual components.

Component II
Instructional TV

I. Objectives

A. Improve the compensatory child's total language arts ability

B. Provide opportunities for raising the self-image of the child

C. Improve computational skills

D. Provide in-service for the personnel involved with the child

E. Provide enrichment viewing for the child

II. Narrative Description

In the Spring of 1966, meetings were called by the County Superintendent of Schools to describe as well as to canvass the opinions of school administrators concerning the development of a 2500 mHz system of Instructional Television. Representatives of Fresno City Unified School District participated in these meetings and strongly endorsed the proposed development of a facility that would provide special educational opportunities for disadvantaged pupils in Fresno City and County.

Significant interim activity included the formation of a program committee that started to develop priorities of programs, committee structure, schedule, and interim transmission activities via commercial television. Fresno City personnel were active in these developments from their inception. A policy committee, to be made up of members throughout the County, also included several Fresno City Unified members.

The fifteen-man county-wide Program Committee, including three members from Fresno City Unified, meet on alternate Tuesday afternoons the year-around to consider and to initiate recommendations for programming. Areas of priority have been identified; those of first priority include:

1. Language development (preschool through 12th grade, including oral-aural and sensory-motor training, with a bilingual approach; study skills; composition; literature.

2. Reading skills (grades 4-8, with emphasis on in-service).

3. Mathematics (intermediate grades; primary grades to follow).

4. Cultural enrichment (in-class and in-class literature).

5. Human relations (emphasis on in-service, but includes plans for in-class).

6. In-service education (as related to all aspects of programming).

7. Parent education (as related to all aspects of programming).

Second priority areas include Health and Safety, Natural and Physical Sciences, Social Sciences, Vocational Courses and Career Opportunities.

The eleven-man county-wide Policy Committee, including two representatives from Fresno City Unified, determine financial and procedural policies for the complete facility.

Title I funds from throughout the County allocated for this function, as well as unused or unallocated funds approved by the State Board of Education for this use, were employed to develop an FCC approved television studio on the third floor of the Fresno County Administration Building. Funds were also used to rent commercial television offerings as well as produce locally. Funds from Title I also were used to install the Compensatory Schools with dish, tower, downconverter, distribution system, and at least four television receivers on stands in each school. The 1967-68 school year shows these installations completed in all Compensatory Schools, with additional television receivers also placed in these sites.

Fresno City staff specifically identified with the Closed Circuit Television project involves the Television Coordinator. Many staff members are involved in the county-wide project, including the two policy committee members, program committee members, sub-committee chairmen and committee members, as well as television teachers. Fully one hundred people are involved in the project, with the number steadily growing.

In each of the schools, a Television Chairman has been identified as responsible for receiving TV schedules, manuals and pertinent materials contributing toward effective and efficient use of the facility in the school by staff and student body alike.

Whereas all students may have access to the television programming, the viewing audience is determined to be 4050 students and 135 teachers for the past year. Contractoral fees are paid for each student and teacher viewing on a regular basis, such fees determined by the policy committee. The fees include the viewing, manuals, and other pertinent materials.

Programming for the past year included the following:

Roundabout--providing educational stimuli within the children's environment such as to enhance the education experience of the disadvantaged pre-school children.

I Can Do It Myself--designed primarily to promote pupil growth through the development of sensory-motor skills.

Sounds to Say--a phonics program for the primary students such as to provide practice activities for children as well as teaching techniques for teachers.

Telestory, Level I--a series of stories chosen to acquaint pupils with some of the classics of children's literature, to increase appreciation of our multi-ethnic heritage, and to motivate interest in reading.

Telestory, Level II--a series of stories chosen for the intermediate student, with objectives similar to Level I.

Telestory, Level III--a series of stories chosen for the junior-high student, with objectives similar to Level I and II.

The Wordsmith--designed to help the student with vocabulary and use of the dictionary through ideas developed in root words and word families; for intermediate and upper grades.

Franklin to Frost--to provide literature appreciation and cultural appreciation courses in the secondary schools.

Wonderland of Math--Level I, Grade 4, designed to provide teachers and children of the fourth grade with a background of enrichment lessons for modern mathematics.

Wonderland of Math--Level II, Grade 5, designed to provide teachers and children of the fifth grade with understanding and enrichment in the area of modern mathematics.

Wonderland of Math--Level III, Grade 6, designed to provide teachers and children of the sixth grade with background information and enrichment in the area of modern mathematics.

Sing, Children, Sing--a series scheduled to enrich the music curriculum of the younger elementary students, altho it had also met with success in some of the upper elementary grades as well.

You and Eye--an art series planned to stimulate creative expression in made modes: art, poetry, and rhythm. Recommended for grades four through nine for pure esthetic enjoyment and enrichment.

Places in the News--presents an in-depth focus on important aspects of the world, mational, and regional news. Enjoyed by students fourth grade and up.

Geography--planned to increase map and globe skills, enable students to learn about continents, ability to relate local region to geographic concepts, and to foster understandings of forces that affect man. Apropos for fourth through sixth graders.

La Familia Fernandez-- Levels I and II, lessons designed to be used in conjunction with films, film strips, audio tapes and books for classes using the Encyclopedia Britannica series.

Profiles of Courage--to provide students in the upper elementary and high schools with a background of their American heritage and the role that various leaders have played in the development of the American way of life.

Linguistics and Language Learning--college credit class offered teachers in area of language arts to assist in their preparation for use of new textbooks in fall of 1968.

Superintendent's Message--just two presentations, with goal of providing more communications between various departments in the school district.

You Asked For It--first offering of a possible series designed to give specific aids in curriculum areas as requested.

In addition to the above, preview periods were held on Tuesdays so that teachers might assist in the selection of future programming. Various presentations were also made to assist in the proper utilization of the instructional television medium.

Programming was also scheduled through the summer school session, with enrichment units stressed for the most part.

Apart from, and yet in some technical ways identified with the transmitted programming is the closed circuit television activity in Fresno City Unified in which smaller equipment is utilized directly in the schools. The Compensatory Schools have available to them, for three or four periods each during the school year, the use of small vidicon cameras and videotape recorders for in-school production and use. The television receivers in the schools are selected for the required play-back construction in conjunction with the production equipment.

In-school activities have ranged from fashion shows to science experiments, faculty meeting productions to PTA playbacks to show variety of school programs. The basic concept inherent in the use of this equipment is that of development of the self-image of the child. There is great enthusiasm for this portion of the television program. Staff included the Television Coordinator and a half-time technical person. Many requests are made for the equipment that cannot be filled because of limitations of staff time as well as amount of equipment.

The equipment just described is also used in teacher training and in-service development, in conjunction with the Far West Laboratory for Research and Development.

Television activities in Fresno City Unified cross a broad spectrum, from the 2500 mHz transmitted programming to the in-school immediate playback productions.

III. Evaluation

Since Instructional Television is a Fresno County Schools joint venture, the evaluation of the total program has been done by the Fresno County Schools. Selected schools from the Fresno City Unified School District comprised a proportional share of the total number of county schools sampled.

Component III
Study Trips

I. Objectives

A. To raise the self-image of participating students.

B. To improve the performance of the students in the classroom.

II. Narrative Description

A. Study trips were taken by all of the twenty-two participating compensatory schools. The Department of Compensatory Education Services used two buses purchased with E.S.E.A. Title I funds to transport students throughout the metropolitan area of Fresno. On Saturday the two buses were used to transport students out of town. All trips taken were tied to instructional activities that were being conducted in the classroom.

The buses were scheduled by a study trip clerk in the Department of Compensatory Education Services in cooperation with the Fresno City Unified School Shop (Transportation Department). Because of additional funding during the spring semester - Fresno Transit Line buses were also used to supplement the study trip program. Study trips were taken all year long from September to June.

B. Procedure: The classroom teacher made out a study trip request form and submitted the form to his principal. The principal of the school would then forward the study trip request forms to the Compensatory Office. The trips were scheduled and taken by the various classes. At the completion of the trip, an evaluation of the trip was made by the participating teacher and turned in to the study trip clerk in the Compensatory Office.

C. Pupils Involved: The total number of pupil trips was 31,852. This included: (1) Out-of-town trips, (2) Trips taken in the metropolitan area of Fresno, (3) Preschool trips, and (4) More Capable Learner trips. There were 22,705 local elementary pupil trips. There were 4,528 local secondary pupil trips. The number of out-of-town study pupil trips was 4,619. There are duplicated trips; that is, a student may have been counted on several trips. By utilizing the compensatory buses a considerably larger number of students were transported during the 1967-68 school year than the 1966-67 school year when more money was expended.

III. Evaluation

A study was done of a curriculum development project to determine whether the supplemental use of a new book was more effective than teaching the unit without using the new book. A second question was posed: would the utilization of study trips for on-site visits and instruction enhance the utilization of the new book? The subject area was social studies, the unit was learning about Fresno. The book was "Do You Know Fresno"?

Four Third grade classes were chosen from the Kirk Elementary School to participate.

Classes A and B were to teach a unit on Fresno City using the district guidelines and supplemental materials (green book entitled, "Fresno County"). These classes took no study trips.

Class C taught the same unit using the same materials and supplemented their study with the "Do You Know Fresno" book.

Class D taught the same unit using the same materials as Class C, but included study trips as part of their basic approach.

All classes were pretested using a locally devised instrument the "Do You Know Fresno Test". At the conclusion of the unit all classes were postested using the same test. A statistical summary of pretest and postest results are presented in Table I. All classes gained significantly.

Table I

A Summary of the Pretest and Postest Results of
Four Classes on the "Do You Know Fresno Test"
With Significance of Difference Reported

Class	Pretest		Postest		Diff.	t
	X RS	S.D.	X RS	S.D.		
A	18.59	5.03	24.71	6.38*	6.12	5.44
B	18.36	4.20	26.64	5.03*	8.28	8.43
C	18.47	4.68	23.53	5.03*	5.06	8.38
D	21.70	4.13	28.35	4.18*	7.28	13.56

* Significance α = .05

An analysis of variance of the pretest means and of the postest means was computed.

For this analysis classes A and B were combined into one group, since they had similar treatment. Doing this categorized the classes into three treatment categories. The n's were then balanced at 17 since 17 was the smallest treatment category n. An analysis of variance was then done of the pretest results. These results are reported in Table II.

Table II

Analysis of Variance of Pretest Scores

Source	SS	df	MS	F
SSsg	114.61	2	57.30	2.92
SSwg	939.08	48	19.56	

Using α = .05 as the significance level, these groups did not differ significantly on the pretest measure.

Using the same procedure, an analysis of variance was done of the postest means. This analysis is reported in Table III.

Table III

Analysis of Variance of Postest Scores

Source	SS	df	MS	F
SSbg	214.74	2	107.37	
SSwg	1035.42	48	21.57	4.97*
SSt	1250.16			

* Significance α = .05

As noted, the postest means differed significantly from one another. The highest mean score was obtained by the class using the experimental supplemental text augmented by study trips. The regular unit not using the new book had the next highest postest mean, while the class using the supplemented book, but not supporting it with study trips was the lowest. Several hypothesis could be offered to explain this difference and order. One may be that adding the new book resulted in too much material for third graders if not reinforced by experience. If this hypothesis is valid, the value of study trips integrated into a specific unit would seem established. This hypothesis would negatively conclude that the addition of more material per se is not effective. It should be emphasized however, that in this case the utilization of this material reinforced by study trips was the more effective unit.

A sample of the test used in this project follows.

DO YOU KNOW FRESNO TEST

Roeding Park Zoo

1. What is the name of the zoo in Fresno?
    (1) Roeding   (2) Kearney   (3) Fresno

2. What type of animals do they have at the zoo?
    (1) domestic   (2) wild   (3) wild & domestic

3. Which of the following animals is a wild animal?
    (1) cow   (2) giraffe   (3) goat

4. Which animal carries its baby in a pouch?
    (1) monkey   (2) rhino   (3) kangaroo

5. What is the name of another animal that looks like a crocodile but has a wider and shorter head?
    (1) turtle   (2) alligator   (3) snake

6. Which of the following groups of animals are mammals?
    (1) elephant   (2) mouse
    monkey   chicken
    lion   fish
    whale   snake

Kearney Mansion

1. A mansion is a
    (1) little house   (2) big house   (3) shed

2. Mr. Kearney was a
    (1) rancher   (2) cowboy   (3) doctor

3. Mr. Kearney's front yard is now
    (1) corn field   (2) Roeding Park   (3) Kearney Park

4. Mr. Kearney helped Fresno become famous for its
    (1) peaches   (2) grapes   (3) nuts

5. Kearney mansion was built
    (1) 10 years ago   (2) 70 years ago   (3) 30 years ago

Fresno County Courthouse

1. Fresno has a new courthouse because
    (1) the people didn't like the old courthouse.
    (2) the old courthouse fell down by itself.
    (3) the old courthouse was not big enough and needed to many repairs.

2. Fresno County Courthouse is
    (1) red   (2) white   (3) green

3. Fresno County Courthouse has
   (1) many offices (2) a few offices (3) no offices

4. The animals that live on the Courthouse grounds are
   (1) dogs (2) squirrels (3) cats

5. Our courthouse has
   (1) one basement (2) two basements (3) three basements

Air Terminal

1. What would be the fastest way you could get to San Francisco?
   (1) by train (2) by bus (3) by airplane

2. Who fixes the engine in an airplane if it does not work?
   (1) mechanic (2) pilot (3) stewardess

3. Which kind of airplane usually lands at the Fresno Air Terminal?
   (1) helicopter (2) private plane-small plane (3) commercial planes-large planes

Fresno Junior Museum

1. What can you see at the Fresno Junior Museum?
   (1) clothes (2) animals (3) trucks

2. Which animal is never found in the Fresno area?
   (1) rabbit (2) bear (3) elephant

Fresno Convention Center

1. The Fresno Convention Center has
   (1) one main building
   (2) three main buildings
   (3) many small buildings

2. The Selland Arena would probably be used for
   (1) large banquets and dances.
   (2) rodeos, basketball games and ice-skating.
   (3) showing motion pictures and musical plays.

3. The people of Fresno built the Convention Center to provide a
   (1) place to hold large meetings.
   (2) place to enjoy concerts.
   (3) place to see sporting events.
   (4) all of these things.

4. Special rooms in the Exhibit Hall are named for
   (1) famous people (2) special events (3) cities and products

Del Webb

1. The Del Webb is
   (1) a motor lodge   (2) an inn   (3) a hotel

2. People who stay at the Del Webb usually stay for
   (1) only a few days   (2) about a month   (3) several years

3. The Del Webb provides
   (1) television for its guests.
   (2) room service for its guests.
   (3) a barber shop and beauty shop for its guests.
   (4) all of these things.

4. The Del Webb is important to our community because
   (1) it provides jobs for our people.
   (2) it is the tallest building in Fresno.
   (3) it is an entertainment center.

Fresno Mall

1. How many plants and trees are on the mall?
   (1) 148   (2) 52   (3) 1,000

2. A few years ago downtown Fresno was a
   (1) park   (2) street   (3) playground

3. What is on the Mall for children to enjoy?
   (1) a zoo   (2) a play area   (3) a merry-go-round

4. There are many statues on the mall, name one.

   ____

Fresno Blockhouse

1. Many years ago the Fresno Blockhouse was located at
   (1) Roeding Park   (2) Clovis   (3) Millerton

2. Today the Fresno Blockhouse is
   (1) on the mall   (2) in Roeding Park   (3) at Millerton

3. A blockhouse is
   (1) a schoolhouse   (2) a fort   (3) a jail

4. The Fresno Blockhouse is made of
   (1) bricks   (2) stucco   (3) logs

Component IV
Pupil-Teacher Ratio

I. Objectives

A. To provide more individualized instruction.

B. To improve the academic standing of the children in the classroom.

II. Narrative Description

A. The kindergarten, junior high and senior high classes were reduced in class size by employing seven teachers at the kindergarten level, seven teachers at the junior high level and sixteen teachers at the senior high level. Seven lease purchased classrooms were also utilized under E.S.E.A. Title I for lowering pupil-teacher ratio. The kindergarten classes had a pupil-teacher ratio of 25 - 1. This provided for individualized instruction. The secondary schools lowered their pupil-teacher ratio mainly in the English classes. The nongraded English department at the Edison High School is a result of having enough teachers and a resource teacher to lower the pupil-teacher ratio.

B. Procedure: Students were not specifically identified and direct services were impossible. Being that there were thirty teachers employed to lower the pupil-teacher ratio with twenty-five students in each class, approximately seven hundred and fifty students should have been helped by lowering the pupil-teacher ratio.

III. Evaluation

A summary of responses to a questionnaire filled out by kindergarten teachers as to the effectiveness of the ratio reduction in kindergarten classes is appended. Teachers were highly supportive of the reduction. Several commented, however, that the ratio reduction was not actually implemented or that classes were allowed to grow larger than twenty five. While a majority of the kindergarten teachers stated that the ratio reduction had allowed them to effect changes in their teaching, some called attention to what they perceived as a lack of actual program designed specifically to better educate the disadvantaged in the kindergarten or to better articulate the total kindergarten primary program. A few teachers commented on what was perceived as a totally inadequate equipment inventory, and several commented that lack of sheer physical space was a detrimental factor even though class size had been reduced.

In a questionnaire filled out by first grade teachers to obtain their perception of behavioral change in pupils, the majority would not state that the current first grade pupils, who supposedly had benefited from smaller kindergarten classes, were better prepared or adjusted than their predecessors who had attended larger kindergarten classes. Nevertheless, the majority of first grade teachers felt that the kindergarten pupil-teacher ratio reduction was a wise investment in light of the beneficial results to pupils, and that reducing pupil-teacher ratios was the best investment of compensatory funds in elementary schools.

A questionnaire was filled out by secondary teachers who taught in departments in which the pupil-teacher ratio had been reduced. The majority of these teachers indicated that observable behavioral change could be expected in students as a result of the ratio reduction, and that the ratio reduction was a wise investment. Many indicated that the ratio reduction provided for more individual time with pupils. However, some also commented that the ratio reduction per se was nice but not enough; a deliberate and planned effort to change methods and materials was needed before better pupil learning would be achieved.

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

K-G Pupil-Teacher Ratio Reduction

In February of 1966 the Kindergarten pupil-teacher ratio was reduced to 25 to 1 in compensatory schools. This questionnaire is an effort to ascertain the affect of this reduction. Any criticism or suggestions will be appreciated. You need not sign your name since data collected and suggestions or criticisms made will be considered only as grouped information from the Kindergarten level.

Directions: Using an IBM pencil, mark out the number on the mark-sensed card that represents your answer to each multiple choice question. In responding to this questionnaire, 1 = none, 3 = some, 5 = much, 2 = intensity between 1 and 3, and 4 = intensity between 3 and 5. After you have finished the multiple choice questions, please answer the essay questions.

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	much	intensity between 3 &5	some	intensity between 1 & 3	none
1. This ratio reduction has appreciably lightened my work load.	10 5	4	5 3	2 2	3 1
2. This ratio reduction has allowed me to spend appreciably more time with individual students.	12 5	4	4 3	1 2	3 1
3. This ratio reduction has effected class load so that I have been able to affect changes in my Kindergarten teaching.	8 5	3 4	4 3	2	5 1
4. If question 3 was answered positively, what changes (method, content, whatever) were implemented that may be attributed to the ratio-reduction.	5	4	3	2	1

5. Please make any suggestions or criticisms of the program that you feel are pertinent.

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

Teacher Opinion Survey Regarding First Grade Pupils

Last year ESEA Title I funds were spent to reduce the kindergarten pupil-teacher ratio. You are asked to complete this questionnaire which is concerned with your perception of your present first grade pupils since they are the first pupils who attended kindergarten on the reduced pupil-teacher ratio. Please answer the following questions as you personally see the effects of the reduction.

Directions: Using an IBM pencil, mark out the number of the mark-sensed card that represents your answer to each multiple choice question. For this questionnaire, 1 = strong no, 2 = no, 3 = yes, and 4 = strong yes.

	strong yes	yes	no	strong no
1. The first grade pupils this year are better prepared for the first grade than previous first grade pupils have been.	8 4	24 3	22 2	12 1
2. The present first grade pupils seem to have greater reading readiness ability than previous first grade pupils.	9 4	21 3	24 2	12 1
3. The present first grade pupils seem better adjusted to the formal educative process than previous first graders.	8 4	23 3	25 2	10 1
4. The present first grade students seem better adjusted socially than previous first graders.	6 4	23 3	31 2	7 1
5. The present first grade students seem to have a more adequate self-concept than previous first graders have had.	6 4	15 3	37 2	7 1
6. I feel that the kindergarten pupil-teacher ratio reduction is a wise investment of taxpayers' money when viewed in light of the beneficial results to my pupils.	20 4	28 3	13 2	1 1
7. I feel that is ratio reduction is the best investment of compensatory education funds that could be made in the elementary schools.	17 4	23 3	18 2	6 1

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

Secondary School Pupil-Teacher Ratio Reduction Survey

This year the pupil-teacher ratio was lowered in your department by using ESEA Title I funds to hire additional teachers. This questionnaire is an effort to determine what the effect of this ratio reduction has been as you see it. Please answer the following questions as you personally see the effects of the reduction.

Directions: Using an IBM pencil, mark out the number on the mark-sensed card that represents your answer to each multiple choice question. For this questionnaire, 1 = strong no, 2 = no, 3 = yes, and 4 = strong yes.

---

	strong yes	yes	no	strong no
1. This ratio reduction has increased my teaching efficiency so that an increase in achievement scores may logically be expected to be obtained by students in the present classes when compared to students of previous larger classes.	10 4	20 3	10 2	1
2. The ratio reduction has appreciably increased the amount of time I spend with individual students.	22 4	12 3	6 2	1 1
3. The change in class size has resulted in noticeably better class social adjustment.	19 4	14 3	7 2	1
4. The change in class size has changed the learning situation so that an increase in self-concept may be expected in the individual students.	12 4	21 3	7 2	1 1
5. The ratio reduction has appreciably lightened my work load.	3 4	17 3	21 2	1
6. I feel that the ratio reduction has been a wise investment of taxpayers money when viewed in light of the beneficial results to my pupils.	18 4	16 3	6 2	1 1
7. I feel that the ratio reduction is the best investment of compensatory education funds that could be made in the secondary schools.	14 4	13 3	11 2	1 1

Component V
Fair-Chance

I. Objectives

A. To provide supplementary teaching services in selected classrooms in target schools.

B. To provide schema for intensive in-service education of selected teachers in target schools at no cost to the district.

C. To facilitate exploration and innovation of new teaching techniques in selected classrooms.

D. To effectively lower pupil/teacher ratios to enable students to benefit from individualized instruction.

E. To cooperate with national and state educational agencies in developing training models for teachers of the disadvantaged.

F. To recruit carefully selected and trained teachers for the district.

II. Narrative Description

Operation Fair Chance is a unique program in which the United States Office of Education, Vocational Education Branch, the California State Department of Education, Fresno State College, and the Fresno City Unified School District have cooperated in a milti-faceted effort to weld the interests of each cooperating agency into a comprehensive attack on the problem of improving the training and utilization of teaching personnel to work effectively with culturally disadvantaged children.

Each agency has its own goals and funds its own part of the program.

The Vocational Branch of the United States Office of Education and the California State Department of Education, as the grant administration agency, accepted the following goals:

1. To improve teachers' understanding and acceptance of children whose backgrounds and behavior patterns are drastically different from their own;
2. To improve teachers' ability to generate in such youngsters a real motivation to learn through greater creativity and skill in the design and use of novel and specialized teaching tools, methods, and techniques;
3. To create and maintain learning situations which will lead students to realistic vocational objectives, effective preparation for an occupation, pride in workmanship, and confidence in their ability to succeed in the vocations of their choice;
4. To increase the teachers' utilization of the possible contributations of all agencies in the community which usually become involved with such youngsters during their lifetime;

5. To increase the receptivity and capability of the participating school systems to implement and activate the new learning of teachers.

These goals were to be implemented by Fresno State College through pre-service and in-service education of teachers in the service area of the college.

The federal grant supports administrative, secretarial, office and instructional materials, and other costs. The college supports instructional and supervisory staff costs. The Fresno City Unified School District supports supplementary teaching service costs provided for children in selected target schools by the pre-service trainees. The trainee stipend is based on an equivalent cost of teacher aide service.

Under a special authorization of the State Board of Education (the only such authorization in California) pre-service trainees (all college graduates) are provided intern teaching credentials which enable them to provide teaching service in addition to the classroom teacher. This service is provided, under this unique arrangement, at a fraction of the normal cost for such services.

Interns teach four half days and one full day. On Thursday afternoons regular classroom teachers attend in-service education sessions while interns are in charge of classes.

Each classroom situation has been monitored. Descriptions of operational changes have been recorded and are available as models of multiple teacher classroom processes.

III. Evaluation

The evaluation of this component is being done by the evaluation staff attached to the project at Fresno State College with results to be communicated to the Fresno City Unified School District.

Component VI
Reading Articulation

I. Objectives

A. To improve the reading skills of involved primary grade children beyond expectancy based on previous reading programs.

B. To provide a great number of experiences aimed at improving each child's reading and communication skills.

C. To provide inservice education for all teachers participating in the program.

D. To provide in each school extra personnel whose services are to be directed toward improvement of the instructional program.

E. To maintain on the district level greater guidance and consultant personnel who will direct their services toward improving reading instruction.

F. To furnish extra supplies, materials, and equipment that may be beneficial to the instructional program.

G. To provide a greater amount of time for reading instruction and to correlate this instruction with the total language arts program.

II. Narrative Description

A. The Fresno City Unified School District has operated a Reading Articulation Program that, with the assistance of the Miller-Unruh teachers

1. made use of multiple methods for assessing language ability and background

2. has individual records for each pupil

3. has used a variety of methods for identifying all types of learning problems of young children beginning to read, including but not limited to those problems arising from physical causes

4. has provided for communication between parents and the school concerning the child's participation in the program

5. has provided for coordination of supplemental instruction by the specialist teacher with the reading instruction otherwise provided in regular classes, to insure a total program of high quality instruction for each pupil

6. has provided for methods of evaluating pupil progress

7. has provided for library services

8. has provided library materials that will be available for the program.

Ten schools have participated in a pilot reading project designated as the Reading Articulation Program (RAP). This is an experimental program that utilizes the findings of the latest research in the reading-language field. Emphasis is on language development in the preschool and on the follow-through and articulation of instruction at each subsequent level of teaching. The goal is a language reading program tailored to the individual needs and learning styles of the pupils.

At the kindergarten level, KELP materials are used for evaluating learning potential and for reading readiness which includes an introduction to the alphabet. Programmed linguistic reading materials are used in grades 1-3 to allow each child to progress at his own pace.

Equipment such as overhead projectors, tape recorders, earphones and manipulative materials add a multimedia, multisensory dimension to the program.

Supportive personnel include a two-hour teacher aide, a Miller-Unruh specialist teacher of reading, part-time services of a school nurse to screen students for visual inadequacies, and coordination provided by district personnel.

Other features of the program include changes in school organizational practices (split sessions), a planned program of parent-teacher conferencing, use of team teaching where suitable, provision for testing and evaluating the program, and pre-service and in-service education for aides and teachers.

The schools participating in the project have exerted specific effort to improve reading instruction through the use of: (1) Special pre-service and in-service programs, (2) Extra personnel (Miller-Unruh, Librarian, health services) who are directing their efforts toward teaching reading and toward improving the instructional program, (3) Additional supplies, materials and equipment and (4) increased instructional time for teaching reading.

Broader approaches to the teaching of reading were encouraged. The teachers and schools participating in this project have improved language-reading instruction specifically through:

- -- Recognizing the interrelatedness of listening, speaking, writing, and reading and through teaching these skills in the framework of an integrated language arts program
- -- Using such techniques, methods and approaches as language experience, programmed, individualized, and linguistic
- -- Using materials, supplies and equipment necessary for a multilevel multimedia approach
- -- Increasing instructional time for teaching language-reading
- -- Using of diagnostic techniques by teachers

-- Using information about the child's reading ability and interests in teaching in other content areas

-- Making adjustments for children whose vision and hearing is impaired

-- Teaching listening skills in a general language arts context, recognizing that there are discrete skills to be taught and that they are developmental in nature

-- Gearing reading and language instruction to the child's interest and rate of growth and developing maximum proficiency at each level of reading before child is advanced to next

-- Using available information about the child's previous growth in reading through the use of cumulative reading records

-- Attending district in-service education sessions to continuously upgrade teaching competency

-- Using extra personnel such as teacher aides, junior teachers, parent volunteers

-- Using the split session organizational pattern so that smaller groups, more individual attention, and more opportunity for teacher-pupil interaction will be possible

-- Using team teaching techniques when double sessions are necessary

-- Involving parents in individual and group conferences

Innovations include teaching reading as an interrelated part of language arts, making use of new school organizational patterns, using multilevel materials, using multimedia, using team teaching with double-session classes, involving teacher aides and/or student aides and parent volunteers in order to lower pupil-teacher ratio, articulating reading programs from first through third grade and using new techniques and materials, i.e., language development kits, and linguistic readers.

B. Program Changes Implemented By The Reading Articulation Program

First-Third Grade

Area	Regular Program	Reading Articulation Program
Class Size	25 (Pre-First) 28-32 (Grade One-Three)	Name change to Reading Kindergarten
Personnel	Teacher	Teacher, teacher aide and/or junior teacher, parent volunteer
Activities	Traditional	Classroom, learning centers, classroom library, listening station, recording station, viewing station, work station
Materials	Basic text, little audio-visual equipment, few materials	Multimedia, multilevel materials, books, games, charts, etc.
Organization	Some split sessions, some traditional grouping Traditional grouping, tendency toward inflexibility	All split sessions where possible, Team teaching where double session is necessary Flexible grouping for specific skill instruction; grouping plus individualization
Instruction	Traditional and segmented: spelling, English, reading, speech, writing Groups using basic texts	Integrated language arts curriculum, use of programmed materials, language experience, linguistic, other Basal/individualized instruction; multimedia, multilevel
Testing	Group testing	Diagnostic tests for individual prescription in addition to group tests
Progress Records	Optional	Permanent records for each child
Equipment/ Materials	Shared by school	Each primary class equipped with multimedia

C. Kindergarten

1. Auxillary Services

   a. Classroom aide -- two hours per session per day

   b. Parent volunteers

   c. Miller - Unruh teacher

   d. Inservice coordinators

2. Inservice Opportunities

   a. Meeting dates for teachers and aides
   September 14, 21, 28, October 5, 12, 19, 26, etc.

   b. Preschool and Kindergarten teachers -- 2 meetings per month
   (Compensatory)

   c. Kindergarten and pre-first teachers -- 2 meetings per month
   (District)

   d. Visiting day for coordinators -- Tuesday of each week

3. Instructional Goals

   a. To insure a steady growth toward maturity for each child

   b. To build a positive self-image in each child

   c. To provide a variety of experiences and activities to stimulate use of language through talking, asking questions, and sharing feelings

   d. To provide an adequate program of speech development

   e. To screen each child for auditory and visual acuity

   f. To give each child individual attention and instruction during a part of each day

D. Pre-First and Third Grade

1. Implementation of Program

   a. Auxillary Services

      (1) Classroom aide - two hours per day

      (2) Miller-Unruh teachers

      (3) Inservice coordinators

b. Inservice Opportunities

(1) Miller-Unruh Reading Resource Teachers
Fridays 1:30 - 4:00

(2) Harrison and Nixon Inservice
Principals
Teachers
Teacher Aides

(3) Programmed Reading and Language Development -- McGraw-Hill Consultants
Once a month, in school service

(4) Titmus Vision Testing (to be scheduled)

(5) Weekly school visitations -- District Coordinators
Tuesdays

c. Outside Consultant Services
Dates to be confirmed

(1) Maude Edmunson -- Language Development

(2) Dr. Robert Ruddell -- Linguistics and Programmed Reading

E. Teacher/Parent Conferences

The first and third report card period will include individual conferences with the parents or guardian of each child. The report card will be available to the parent at these times.

Inservice meetings for teachers will provide information and guidelines for these conferences.

F. Report Cards

Methods for arriving at a reading grade designation for reporting purposes have been developed in try-out schools, using the programmed reading materials. An inservice meeting reviewing these methods will be conducted midpoint in the first quarter of the school year.

G. Testing and Record Keeping

Individual folders for each student will be maintained. These folders should include:

Sullivan test record booklet
anecdotal records
student work samples
comments on parent/teacher conferences
student test records
health record information
other diagnostic test records

Forms for record keeping will be provided through the Miller-Unruh Reading Resource Teacher.

H. Equipment and Materials

1. Basic equipment

Reading:

overhead projector
screen

Language Development:

Arrange for use of --
    tape recorder
    phonograph
    Viewlex projectors
    Language Masters

Sullivan Programmed Reading Materials will be stored and distributed from a central location within each school

State adopted texts for reading, language, spelling and handwriting will be used as supplementary aids in the total language development program.

I. Responsibilities of Miller-Unruh Reading Resource Teachers

1. Providing Instruction

   a. Works with individual students or small groups as appropriate to school need.

   b. Counsels with principal, teacher, and/or parent to help meet individual student needs.

   c. Attends inservice meetings as provided by district office personnel.

   d. Contributes to ongoing program development by reading and sharing current literature concerning research, methodology and techniques of language and reading development.

2. Administering Testing Program (Reading)

   a. Assists in administration of standardized tests as required by law.

   b. Assists teacher in analyzing the results of diagnostic testing.

   c. Coordinates school record keeping procedures and reports to administrative personnel.

   d. Maintains individual records that may be used to improve instructions.

   e. Identifies student disabilities and plans with the teacher appropriate remedial action.

3. Supplementing Reading Instruction

    a. Helps the staff plan and organize the reading, language development program within the school.

    b. Assists with preschool institutes and workshops.

    c. Introduces new materials, methods, and techniques.

    d. Serves as a liaison between district and school.

    e. Provides demonstration lessons.

    f. Assists in ordering and distributing of reading material.

J. Responsibilities of the Classroom Teacher

1. Plans and initiates the reading program within the classroom.

2. Draws upon the services of specialized district personnel.

3. Initiates conferences as needed --- principal, Miller-Unruh teacher, aide, district wide personnel, junior teacher, or parent.

4. Administers testing program and maintains student records as required by the Reading Articulation Program.

5. Attends inservice meetings as provided by district office personnel.

6. Contributes to ongoing program development by reading and sharing current literature concerning research, methodology, and techniques of language and reading development.

K. Responsibilities of the Classroom Teacher Aide

1. Assists with all phases of the program under the supervision of the classroom teacher.

2. Attends preservice meetings, inservice meetings, and workshops as required.

3. Helps prepare instructional materials.

4. Works with individuals or small groups where drill, reinforcement, and follow-up work is needed.

III. Evaluation

In a questionnaire administered to teachers to obtain some of their opinions about the Sullivan Programed Reading program, teachers were evenly divided about whether better reading achievement on the part of pupils would be obtained as a result of the program. Less than a majority felt that the program should be adopted as the reading program for all primary grade classes and all primary grade children.

A frequent comment made by 1st grade teachers was that the Sullivan Program did not provide enough readiness work. Another common comment was that supplimental materials were necessary. A third observation was that the Sullivan Program is highly dependent upon hearing sounds, which would appear to have some possible negative implications as far as utilizing the program with every ethnic group is concerned.

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

Sullivan Reading Program Teacher Questionnaire

Directions: Using an IBM pencil, mark out the number on the mark-sensed card that represents your answer to each multiple choice question. For this questionnaire, 1 = strong no, 2 = no, 3 = no difference, 4 = yes, and 5 = strong yes.

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	strong yes	yes	no difference	no	strong no
1. The present use of the Sullivan Programed Reading program will obtain better reading achievement on the part of our pupils than the method we previously used.	23 5	58 4	25 3	4 2	2 1
2. The Sullivan Reading Program has affected the total educational program in a positive way with better learning in all areas.	13 5	50 4	27 3	21 2	1 1
3. The success of the Sullivan Program with individual pupils varies with the maturity level of the individual pupil.	54 5	50 4	3 3	3 2	2 1
4. The Sullivan Program is less successful with lower intelligence children than was the program we previously used.	6 5	16 4	20 3	46 2	24 1
5. The Sullivan Reading Program is less successful with the average ability children than was the program we previously used.	2 5	1 4	24 3	52 2	32 1
6. The Sullivan Reading Program is less successful with the high ability children than was the program we previously used.	1 5	4 4	14 3	31 2	62 1
7. The Sullivan Program is less successful with minority group children than was the program we previously used.	2 5	5 4	19 3	48 2	36 1
8. I think that the Sullivan Reading Program should be adopted by the Fresno City Unified School District as the reading program for all primary grade classes and all primary grade children.	17 5	29 4	27 3	17 2	21 1

	strong yes	yes	no difference	no	strong no
9. I think that the Sullivan Reading Program is the most effective method for teaching disadvantaged primary children to read.	12 5	42 4	30 3	16 2	10 1
10. A classroom aide is indispensable to the implementation of the Sullivan Reading Program.	88 5	17 4	1 3	1 2	4 1
11. An overhead projector and screen is indispensable to the implementation of the Sullivan Reading Program.	26 5	32 4	28 3	17 2	8 1

Component VII
Reading Centers

I. Objectives

A. Improve classroom performance in reading beyond usual expectations

B. Develop in each student the skills necessary for independent use of library resources, both books and other printed materials

C. Foster in each student an appreciation of reading and of good literature

D. To encourage in each student desirable behavior and attitudes in using library materials and resources

II. Narrative Description

There were no elementary school libraries prior to the Elementary and Secondary Education Act of 1965.

The following description of the elementary school library program in the District's seventeen elementary schools, covers the school year of 1967-68 only.

Five of the seventeen school libraries are designated as reading centers. They are different from the other twelve schools in that a special building was provided for them which was designed to have a two-fold purpose. A portion of the room was to be used by a reading teacher with small groups of children, and the remaining portion was to be used as a library. The room was equipped with central heating and cooling, a carpet, and proper furnishings. These five centers were staffed in 1967-68 by two professional librarians and two library clerks.

Nine of the other twelve libraries were located in classrooms; one library was located in the school's all purpose room, one school (Addams K-9) put the fourth, fifth and sixth grade books in the junior high library and stored the K-3 books across the hall and checked those books out to the primary teachers. There is a four-hour library clerk in eleven of these schools. The Addams school has a half-time clerk and a part-time professional librarian.

All of the elementary school library clerks received library training at the Instructional Materials Center before commencing their work in the school libraries.

Aynesworth and Calwa libraries opened initially in March of 1968. Emerson and Teilman libraries opened in November, 1967. The other thirteen schools were open the full school year.

Each of the seventeen schools made decisions as to the time the library clerk would work in the library, the kind of visitation schedule (fixed or flexible) they wished to follow, and whether individuals or small groups could use the library throughout the day. A fixed schedule is one which sets a certain day and time every week for each teacher and class to use the library's resources. A flexible schedule is one which allows each teacher to sign up for visitation of the class to the library on any day and at any time there is a need or desire to use the library's resources. Some schools provide a schedule which allows for both a fixed and a flexible schedule during any one week. Each day some of the periods are fixed but there are several periods which are open for teachers to sign in. Of the seventeen schools, ten libraries had flexible schedules, five schools had fixed schedules and two schools had a combination of fixed and flexible schedules.

No conclusions should be drawn from comparisons made in the statistics shown because there are contributing factors which are not given but which would affect many of the conclusions.

A variety of activities are carried on when the teachers and the classes visit the library. Reference work related to subjects being studied in the classroom is one of the activities. Children learn to use encyclopedias and other reference sources, as well as magazines, with facility. In many libraries children listen to stories either read or told to them by the librarian, library clerk, or the teacher. Sometimes the class spends their library period getting better acquainted with the many kinds of books in the collection, selecting books to check out, and in enjoying discussing books or magazine articles with their classmates. Instruction in the use of the card catalog and other tools of the library is given by the librarians or teachers, and by the library clerk upon teacher request.

Six in-service meetings for librarians and library clerks were held during the year. The topics or subjects covered were requested by them.

Now that the schools have libraries with at least a fair sized book collection and part-time personnel, we hope to concentrate out attention on improving library services through in-service meetings with teachers, which should result in better and more thorough instruction in the use of books and libraries, which should, in turn, improve classroom and individual performance in reading.

A summary of utilization follows in Table I.

	Enrollment 1966-67	Enrollment 1967-68	Hours Open 1966-67	Hours Open 1967-68	Total Circ. 1966-67	Total Circ. 1967-68	Monthly Clas Visit '66-'6	Monthly Clas Visit '67-'6	Small Group Visit '66-'6	Small Group Visit '67-'6	Schedule Fixed/Flex. 1966-67	Schedule Fixed/Flex. 1967-68	Lost Books 1966-67	Lost Books 1967-68
ADDAMS**	404	399	8-4	11:30-12 12:30-4		3207	4-10	5-10	Yes	Yes	Fixed	Flex.	10	15
AYNESWORTH	293	303		1-5		1984		25		Yes		Flex.		20
CALWA	758	739		12:30-4:30		5547		20		Yes		Flex.		20
CARVER	583	539	12:30-4:30	12:30-4:30	2979	5502	10	25	Yes	Yes	Flex.	Fixed	20	50
COLUMBIA	493	505	MF 12:30-4:30 TWTH 8-12	MWF 11:30-4:30 T&TH 8:30-1	6464	5322	80	60	Yes	Yes	Fixed	Fixed	5	24
EMERSON	242	249		MWF 12-4 T&TH 8-12		3075		2		Yes		Flex.		4
FIGARDEN	83	100	MWTHF 12:15-4:15 T 9-12	MWTHF 12:15-4:15 T 9-1	2327	2060	40	40	Yes	Yes	Both	Fixed	4	7
FRANKLIN*	987	992	8-4:30	TWTHF 8-4:30	11,500	6811	48	32	Yes	Yes	Flex.	Flex.	85	47
JEFFERSON	598	601	12-4	MT 9-1 WTHF 12-4	2128	7464	2	12	Yes	Yes	Flex.	Flex.	7	25
KIRK	589	562	12:30-4:30	12:30-4:30	11,259	2548	141	15	Yes	Yes	Flex.	Flex.	25	
LANE	980	987	12:30-4:30	12-4	10,877	17,887	45	59	Yes	Yes	Both	Fixed	49	33
LINCOLN*	742	613	8-4:30	MWTHF 8-4:30	6172	6311	48	56	Yes	Yes	Fixed	Fixed	38	5
LOWELL*	463	415	8:30-11 12-4	MTTHF 8-4:30	7917	6479	20	43	Yes	Yes	Flex.	Both	83	19
ROWELL	701	668	8:30-11 12-4	MTWF 8-4:30	7215	6073	30	12	Yes	Yes	Flex.	Flex.	27	31
TEILMAN	318	300		12:30-4:30		3278		6		Yes		Flex.		9
WEBSTER*	578	574	10-2	9-1	5651	9713	8	5	Yes	Yes	Flex.	Both	27	44
WINCHELL*	885	886	8-4:30	MTWTH 8-4:30	7821	8755	48	88	Yes	Yes	Fixed	Flex.	32	40

**Elementary and Junior High School Combined
*Reading Centers

Table I

Component VIII
Counseling Services

Introduction

This component had three major facets: (1) The regular counseling services for the target population. This facet was implemented with the beginning of the school year. (2) An evening study center was established at each high school in March of 1968. (3) Evening counseling was offered at each high school beginning in March.

The evening study centers and the evening counseling programs are described and success judged in the following narratives of each high school program. These narratives and participation reports were written by the involved staffs at the respective high school. Following these high school reports are the summary reports of the functioning of a counselor at each of two junior high schools. These junior high schools had not previously had counseling services.

EDISON HIGH SCHOOL
Evening Counseling

1. Objectives

A. Operational: Regular day-time counselors to conduct conferences with parents in the evening so that parents may more easily attend. Two evenings a week--Tuesday and Thursday.

B. Educational: To help the student and his parent understand the student's academic standing and ability and thus help formulate educational and vocational plans. It is assumed that adequate and realistic goals contribute to interest and hence achievement in school.

II. Narrative Description

This activity started March 1, 1968, and continued to the end of May, 1968. The following groups of counselees were counseled:

A. Academic Probation--Students who received 3 F's or more last February, 1968. The letters mailed home were sent certified; since the parents had to sign for the letter, the response as 87%. In the past, with regular mail, the response was around 48%.

B. Seniors who must go to summer school--Advised all parents of seniors who received F's and will be required to attend summer school in order to graduate.

C. Other students who must go to summer school not on academic probation--Advised all parents of students who have received F's in academic or required course to attend summer school in order not to be short units when they become seniors.

D. Parents of entering 9th graders for 1968--Group orientation--complete tour of school and study center. 106 parents out of 300 families were present. The orientation corrected many misconceptions about the school, i.e., the percentage of students that continue on to college, which is the majority.

Pupils involved	Letter Sent	Interviews Held
A. Academic Probation	101	87
B. Seniors who must go to Summer School	36	32
C. Other students who must go to Summer School	91	78
D. Parents of entering 9th graders for 1968	300	106
Total	528	303

Too much was expected too late in year. This program to be a success should start when school starts. Every parent in the school should have an opportunity to have a night interview to find out about the school. Only when the school and the parents are working together can we have success.

Study Center

The purpose of the Edison High School Study Center is to provide a place where students needing special assistance that their classroom teacher may not be able to give them can come to work in a one-to-one ratio with a subject matter specialist, and to provide an area where students can come to do their homework in a atmosphere condusive to study. The Edison High School library with its reference books, periodicals, typing room, and physical facilities is the ideal place to host the center. The center is open each Tuesday and Thursday evening that school is in session from 6:30 to 8:30 p.m. The center is staffed each evening by four teachers from the Edison High School faculty, chosen to represent the several academic disciplines in the Edison High School curriculum.

The Edison High School Study Center opened on March 12, 1968, with twenty students in attendance. Since its opening, attendance has varied from a high of forth-six to a low of fifteen with an average attendance of about twenty-five students each session. It has been noted that utilization of the center reaches its maximum during the periods just before quarter and semester exams. It should be further noted that although the number of students using the center has remained fairly constant, the persons who use the center as a place for socializing and for courting have stopped coming and have been replaced by those who are more serious about using the center for its avowed purpose.

It should be mentioned that on numerous occasions former students of Edison High School who are now attending Fresno State College and Fresno City College as well as adults who live in the surrounding community have utilized the center.

The teachers who have been most highly utilized by the students have been the math instructors. One teacher has frequently taken a group of several students into an adjoining classroom where there was a blackboard available and given instruction there. In making plans for the future, the highest staffing priority should be given to the mathematics instructor.

On several occasions teachers have been involved in lengthy and serious discussions with students. One of the most fruitful of these was held on the outside stairs leading from the building. There, for over an hour, with as many as ten students participating, school and west-side community problems, civil rights, and the problem of adjustment of minority youth to the total society was discussed. The discussion took on the tone of an informed counseling session, and its values are inestimable.

A number of teachers have used the facilities of the study center to enable students to make up missed assignments. On several occasions teachers have left make-up examinations with study center personnel to be administered during the center's evening sessions.

The study center meets in the same building and at the same time as the Edison Adult School. Some parents have taken advantage of the center by leaving their school aged children while they attend evening classes at the Adult School. Although this sort of baby sitting should not be encouraged, the children involved have not caused any serious problems and it has been allowed.

Recommendations:

1. The study center should be continued again during the next school year. Many students at Edison High School are from large families who live in crowded quarters and there is no other place nearby where they can find facilities and an atmosphere conductive to study. Edison students have made use of the Fresno County downtown library, but this requires them to travel some distance from home at night and their route lies through the "Chinatown" skid row and red light districts.

2. The study center should open at the beginning of the school year so that students learn to rely on it as a permanent facility of the high school that is continously available to them.

3. The staff of the center should be reduced from four to two teachers. Students attending the center simply do not utilize the services of the teachers enough to justify the greater numbers.

4. One of the study center staff should at all times be a mathematics instructor. The mathematics instructors have been fully utilized by the students.

5. Friction with the Edison Adult School has been minimized by insisting that students be inside the library before the Adult School begins at 7:00 p.m. If they leave before the 8:30 closing time, they must leave the building immediately by the outside stairway and are not readmitted. In the interest of a harmonious relationship between these two worthwhile programs, this practice should be continued.

ROOSEVELT HIGH SCHOOL
Evening Counseling

I. Objectives

A. Operational: Regular day-time counselors to conduct conferences with parents in the evening so that parents may more easily attend. Two evenings a week - Tuesday and Thursday.

B. Educational: To help the student and his parents understand the students academic standing and ability and thus help formulate educational and vocational plans. It is assumed that adequate and realistic goals contribute to interest and hence achievement in school.

II. Narrative Description

Counselors were employed to conduct an evening counseling program at Roosevelt. The method of initial contact with parents, and the method of student selection varied from school to school.

Involved counselors all felt that offering evening counseling time to parents to consider the abilities, educational problems, personal problems and goals of their children, meets a need in the educational program of disadvantaged children. It is considered necessary both to involve parents in order to be more effective in planning with and for students, and to be available to parents in the evening in order to successfully implement this type of counseling, which is above and beyond the regular school program.

The counselors felt this activity very worthy of continuance. They have experienced a number of "Let's work together" feelings on the part of parents of the disadvantaged student and also more and more teacher interest and involvment in working with the counselor, parent and student.

The counselors were pleased with the reception of this evening counseling program on the part of all concerned. This activity was introduced for the first time, at the two high schools, last Spring semester, 1968. The counselors felt that the parents involved last year must have given much positive "Word-of-mouth" publicity about what "they" are doing at the school to help boys and girls. At Roosevelt High School 300 families took an active part in the counseling program.

Study Center

The Roosevelt High School study center was opened again for the second year. Students met in the library twice a week from 7:00 to 9:00 p.m. This school year (1967-68) it was in use only for the months of March, April, and May. During the last week in May, the study center was opened for four nights; thus enabling the students to prepare for finals. Totally, there were 26 sessions.

Thirteen people were employed for this project: eleven teachers, one teacher aid, and one student aid. Each department at Roosevelt High School was represented at least once a month. During the months of April and May, four teaches were assigned to help each Tuesday and Thursday in contrast to two teachers the previous month.

Students were asked to "sign-in" each night as they entered into the library. They were asked to indicate what subjects they intended to study. They also indicated whether they were there for tutorial help, reading, research work, make-up, or just a place to study or do their homework. On their initial night the students were asked to fill out a card giving their name, address, grade in school, and their junior high school district.

A total of 914 students signed-in for help during the three-month period of the study center. Of These, 44.8% (412) were students with Spanish or Mexican sur-names. Approximately 215 students registered. Of these, 67% lived in a compensatory junior high school district. The sign-up sheets indicated that all students needed help primarily in English, Mathematics, and Biology.

When only two teachers were used during the month of March, the average attendance was twenty-two students. However, when the staff was increased to four teachers and when there was a Biology, English, and Mathematics teacher available, the attendance increased to an average of forty-two students per night.

During the first year of the study center, there was an average of forty-five students per night in contrast to thirty-five students per night this year. However, the study center was open for a greater length of time and for longer hours last year. Nevertheless, this year there was greater participation by the Mexican-American students and students from compensatory junior high schools. It was noted that the Mexican-American students were not as hesitant in attending or asking for help as was so obvious last year. This year, with the advent of four teachers, the students received more individual help. This was obvious in the field of English and Mathematics.

The faculty at Roosevelt High School also seemed to be more enthused about the program, and many encouraged their students to attend these study sessions. Teachers gave more library assignments, make-up tests, and research papers than the previous year.

The fact that the majority of the students asked for help in Math, English, and Biology warrants having a teacher from each of those departments each night the center is to open.

The study center was not opened until three-fourths of the school year was over. Many of the faculty commented that this program should commence with the start of school so that each student could cultivate his study habits early in the year, especially the sophomores.

Nevertheless, with all of its shortcomings, this program seemed to fill a large gap needed by many students. It is worthwhile, and many students will be asking in the fall about the availability of such a program. Many students and parents will look forward to having this opportunity at their disposal for next year.

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Students signed into the study center every evening and answered two questions: (1) What are you studying, and (2) What was your reason for coming tonight? A summary of these responses is presented in Table I.

Table I

Summary of What Was Being Studied and Why, By Students Using The Evening Study Center at Roosevelt High School.

DIRECTIONS: 1. Sign in 2. What are you studying? 3. Reason for coming tonight? 4. Grade in school													Reason for coming to Study Center						
NAME	Art	Typing	English	Foreign Language	Homemaking	Industrial Arts	Math	Biology	Other Sciences	Civics	U.S. History	Other Social Sciences	Reading	Homework	Study for Test	For Extra Help	Make Up Work	Research	Grade 10, 11 or 12
1. MARCH	1	20	55	13	7	5	41	43	4	13	31	3	4	45	24	8	3	12	
2. APRIL	3	6	103	14	10	2	104	76	7	13	48	3	10	41	22	12	6	15	
3. MAY	6	19	105	20	7	1	166	143	7	24	34	10	10	91	76	10	12	27	
4.																			
5. Totals	10	45	263	47	24	8	311	262	18	50	113	16	24	177	122	30	21	54	
6.																			
7.																			
8.																			
9.																			
10.																			
11.																			
12.																			
13.																			
14.																			

SEQUOIA JUNIOR HIGH SCHOOL
Counseling Service

This program was carried on at Sequoia in excess of the many duties which a counselor has; it would have been impossible to have these duties carried on without the presence of a counselor at Sequoia:

1. Registration of new students.
2. Program changes and transfers.
3. Counseling of ninth grade students in regard to high school programs.
4. Contacted all ninth grade students who were doing unsatisfactory work in any class.
5. Assisted in pre-registration of in-coming seventh graders; and contacted parents when needed. Visited elementary schools.
6. Assisted in all tests.
7. Handled all make up test, CTMM & D.A.T.
8. Assisted in all school functions; dances,etc.
9. Made myself available on the grounds at break, and in the cafeteria, and the grounds at noon for any student who wanted to see the counselor.
10. Set up occupations day and assisted with a vocational unit.
11. Made home calls regarding academics and personal problems of students.
12. Assisted in forming a service club at Sequoia.
13. Went on several field trips with the youngsters.
14. Programmed all summer school students.
15. Carried on group counseling with several different groups.
16. Maintain class levels.
17. Notify parents by mail of students deficiencies when necessary.
18. Notify parents by mail if student made the honor roll.
19. Arranged referrals for psychological studies.
20. Assist the administration with many tasks which are involved in operating and maintaining a school plant.

WASHINGTON JUNIOR HIGH SCHOOL
Counseling Service

The innovation of a counselor at Washington Junior High School, has we feel, been quite beneficial to our pupils.

The steady stream of pupil transfers is not alien to our type of school. These were all handled by the counselor. Thus, releasing the deans to devote more of their time to the ever present discipline problems.

98% of all program changes were processed through the counseling office.

Career Guidance Day with its many facets of organization was handled by the counselor.

Teachers also utilized the counseling office in seeking better understanding of our children and also for encouragement and tension releasing dialogue. Teachers unfamiliar with the attitudes and values of our student body were offered suggestions by the counselor through room visitations when requested.

Home visitations were increased by the addition of a counselor. This not only aided pupils of the school but lent itself to better home-school communication. Many parent conferences were handled at school with a good percentage of them involving the pupil's teachers, that is, a three way conference.

Another area of responsibility assumed by the counselor was the coordination and administration of the testing program. This year for the first time because of additional services of a counselor, we were able to administer our test instruments in small concurrent groupings throughout the school.

The counselor was available for class coverage, not only in emergencies, but in releasing of Spanish speaking instructor for translation. Also, when difficult for parents to come other than school hours, arrangements were made with the counselor to cover teachers classes while conferences were held.

Educational questionnaires and studies were processed through the counseling office because of larger contacts with both boys and girls.

Aiding of the deans in all school functions created a more pleasant school atmosphere as well as did the serving of yard duty.

The presence of a non-disciplinarian on the administrative staff afforded a better opportunity for the school to establish a closer rapport and non-threatening atmosphere for our large percentage of minority groups.

Component IX
Teacher Clerical Aides

I. Objectives

A. To provide clerical help to the classroom teacher, so that the instructional program in the classroom will improve.

II. Narrative Description

Clerical aides were placed in all of the compensatory schools and two non-public schools. The aides ran the ditto and mimeo machines, took care of producing materials needed by classroom teachers and used their clerical skills to support all E.S.E.A. Title I projects. All clerical aides must type forty words per minute.

III. Evaluation

Teacher response indicated that the clerical aides were used primarily for production tasks and less for clerical work as posting test records and attendance. The clerical aide function did allow some teachers to spend more time in preparation or with individual pupils, but was not as effective when implementation or development of new methods or techniques by teachers was considered as an outcome.

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

Teacher Evaluation of Clerical Aides

A clerical aide was assigned to your school to work in the office to aid teachers by performing certain clerical tasks. The actual functioning of this aide varies from school to school and teachers utilize such aides differently. This questionnaire is an effort to determine what different functions may have had upon your teaching.

Directions: Using an IBM pencil, mark out the number of the mark-sensed card that represents your answer to each multiple choice question. In responding to this questionnaire, 1 = none, 3 = some, 5 = much, 2 = intensity between 1 and 3, and 4 = intensity between 3 and 5. After you have finished the multiple choice questions, please answer the essay questions.

	much	intensity between 3 & 5	some	intensity between 1 & 3	none
1. The clerical aide performed production tasks for me (duplicating, etc.)	74 5	38 4	107 3	29 2	58 1
2. The clerical aide relieved me of clerical work (posting test results, attendance, etc.)	29 5	15 4	64 3	37 2	160 1
3. The work performed by the clerical aide for me allowed me more time for preparation or working with individual students.	40 5	37 4	80 3	46 2	99 1
4. The work performed by the teacher aide for me was sufficient to allow me to develop or implement new methods or techniques in my teaching.	39 5	26 4	73 3	24 2	139 1

5. Please make any criticisms or suggestions pertaining to this clerical aide program that you feel are pertinent.

6. How could non-professional help be best used to help you improve the instructional program on your grade level? List grade level.

Component X
School-Home Liaison

I. Objectives

A. To provide improved communication between the school and home.

B. To give support to the students.

II. Narrative Description

The school-home liaison function was performed by persons hired specifically for this function at a specific school to cope with problems as existing with a specific student population. Three reports follow; the first from a school-home liaison person working at a high school, the second from a school-home liaison person working in a junior high school, and the third from the principal of the school developing the teacher home visitation program. All three schools have a large percentage of Mexican-Americans in their student populations.

A. Home-School Liaison-High School, Job Description

1. The home-school liaison person is directly responsible to the principal.
2. The home-school liaison person will work under the direct supervision of the deans.
3. This individual should display a willingness to perform related duties when and where needed even though not specifically itemized below.
4. This person will help in the composition of written communication in Spanish for such items as the PTA Newsletter, school bulletins, parent orientation, and communications to the home related to such items as tardiness, attendance, and academic achievement.
5. This person will make home calls on a positive basis in order to improve the communications between home and school and in furthering an understanding of the educational program and the need for an education.
6. This person will serve as an interpreter for parent conferences and home calls with other school personnel.
7. This person will receive or make telephone calls for school personnel when Spanish is the only language spoken at home.
8. This person will serve as the resource person to students who come from homes of bilingual Mexican/American backgrounds.
9. This person will assist in the readjustment upon the return of students from other community agencies.

10. This person will attend the activities of student, parent and faculty groups.

11. This person will accompany teachers on field trips.

12. This person will circulate among the students on the campus and in the immediate school areas.

13. This person will encourage students to participate in school activities and to identify more closely with the school and the community.

14. This person will encourage parents to participate in school sponsored activities and to identify more closely with the school and the community.

15. This person will assist at orientation meetings and the registration of new students.

16. This person will encourage parents to utilize the facilities of the Fresno Adult School.

17. This person should be concerned about the Mexican/American community and the relationships of the school and the community.

18. This person should report directly to the deans any information deemed important.

19. This person should be encouraged to make suggestions as to how he might more effectively carry out his work with the students, parents, school and community.

Mexican-American students have been encouraged to participate in student body government. For the first time 80% of these students have registered to vote, and five Mexican-American students ran for an office. They campaigned hard and four were elected.

Many of these students have been encouraged to try for scholarships. One of the pupils has qualified for three.

The Latin American Club, sponsored by the school-home liaison representative, consists of 70 male students. Organizations such as the Latin Club, Servicio Club and fellow students helped to promote the Mexican Fiesta Dinner at the High School attended by 700 people, which netted $250.00 profit. The Mother's Day affair at the Fresno County Fairgrounds, grossed $590.00 and after expenses, the net profit was $247.00, which the students contributed to the scholarship fund. Proving that with a little push the Mexican-American students are very willing to put forth some effort.

Being bilingual helped the representative communicate with the parents of the Mexican-American student. Various forms and letters are explained to them, thus making them aware of what is happening at school that concerns their child. It has been possible to make them aware of the importance of an education and how they deprive their child of this when they are kept home to work or take care of other children in the home. Sometimes the child has to stay out of school so much that he or she can't even maintain the 210 minimum points that they must have to graduate. The parents are referred to agencies were they can get help, thus relieving the child of that responsibility. Many of these parents are not aware that their child should have the Emergency Procedure cards filled out so, this is done.

Some students have been kept from dropping out of school. As an example, one pupil was failing because of poor attendance. The father insisted that the pupil drive him everywhere. The student was helped to get a job and was enrolled in Adult School. Arrangements were made for the father to acquire a special license so that he could drive for himself. Another student was on the verge of dropping out of school because of failing grades, and all because of an inferiority complex. This student weighed 245 pounds. The student was counseled and sent to the Health Department for help. The pupil improved and stayed in school.

When students conduct themselves improperly, they are escorted home. This may result from attire, not up to school standards. When they have been caught drinking, carrying a concealed weapon or narcotics, they are referred to the proper authorities. One student was caught with marijuana. Proper authorities were notified and now this boy is helping the law enforcement.

Two field trips were taken with the civics and history classes; one trip to San Francisco and the other to Sacramento. The San Francisco trip was attended by 120 students. They visited museums, theaters, parks, and points of interest such as Fisherman's Wharf and Chinatown. The Sacramento trip was attended by 100 students and was particularly enlightening as the students saw and heard how the laws of our State were presented and passed or defeated.

Approximately 350 home visits were made. One occasion it has been necessary to make contacts with the Juvenile Division of the Probation Department of behalf of any of the students who have been in trouble. In addititon, it has been possible to get jobs for some of the low-income students.

To do a good job requires attending most of the school functions; such as, athletic events, plays, musical programs, P.T.A. meetings and many community events related to the school. On some occasions it is necessary to provide transportation for the players. During some weeks, there will be a meeting or event every night.

It is recommended that more of the average, good students homes should be visited in order to stimulate and encourage Mexican-American students to improve in school work, however, it seems that there is not enough time.

B. Home-School Liaison-Junior High School, Job Description

1. Work under direct supervision of the Dean of Girls.

2. Display a willingness to perform related duties when and where needed even though not specifically itemized.

3. Compose written communications in Spanish.

4. Make home calls, specifically for the three following categories:

    a. Speak to parents regarding the importance of education, attendance and related school affairs.

    b. Taking youngsters home because of cramps, colds, headaches and emotional upsets.

    c. Taking them home for personal reasons, short dresses, broken zippers, stained dresses and torn trousers.

5. Serve as interpreter during parent conferences and joint home calls with other school personnel.

6. Receive on the average of 6 Spanish phone calls every day.

7. Serve as resource person to students who speak only Spanish.

8. Fill out the probation reports.

9. Attend dances and evening student activities.

10. Accompany teachers on field trips.

11. Make periodic checks on lavatories and other potential trouble spots on campus. Do this while on yard duty and are accessible to any student who wishes to talk.

12. Encourage students to seek leadership roles on campus.

13. Greet parents at all evening functions.

14. Assist at orientation meetings in the fall.

15. Recruit qualified parents to affiliate and be active in the P.T.A. unit or to serve on citizen groups.

16. Recruit students and parents to attend the Sequoia branch of the Fresno Adult School.

17. Be concerned with Spanish-American community-school relations.

18. Report directly to the dean any information deemed of any importance.

Parents who learned of the presence of a bilingual person at Sequoia came to school with a considerable amount of ease and assurance that they would be better able to understand the school's position. The functions listed in the job description were performed.

Students communicated in the yard with ease.

Other aspects which were not on the job description: Appeared as guest speaker for Mr. Checkerdeniam's class at Fresno State; helped organize the Recreation Club; is a member of the P.T.A. Board; help fill out Welfare Reports; and translated Spanish notes daily.

Following are a few examples where having correct communications has helped to keep the students from deceiving their parents:

> On many occasions the students were telling their parents they couldn't come to school, because they didn't have gym clothing, and the teachers didn't want them to come until they had their suits. This, of course, was not true.
>
> Several students wrote English notes for their excuses and lied about the number of days or the nature of the excuse. The parents usually signed them without questioning what they had written.
>
> When some parents came to school for a conference they just nodded in agreement, not knowing what matter was being discussed.

The above problems were minimized by being able to communicate with the parents in their native language.

Recommendations: More contact is needed with certain groups of parents. Students were placed in three groups:

a. Students who are bright, aggressive and have parents who back them in all affairs. These students will probably succeed on their own.

b. Students who are shy, quiet and if they have problems they solve themselves. Consequently, they are not very well known.

c. These are students who have many, many problems and take 90% of the staff's time. (Counselors and Deans.)

It is felt very strongly that more contact is needed with the parents of group b, and that an effort to meet these parents should be made to let them know that their youngsters are doing well. Maybe if parents knew more about school they would encourage their children to study harder and participate more in school affairs. It is hoped that this would motivate these students to become high school graduates rather than drop-outs. Many times these quiet, shy students silently fade out of the picture.

C. Home Visitations - Elementary Schools

1. Objectives

    a. To provide for parent teacher conference (3rd report period) on parents' home grounds.

    b. To further improve school and total community human relations.

    c. To provide the teachers with an opportunity to broaden their professional understanding of the predominently Mexican-American children enrolled in the school.

    d. To help foster a closer identity and relationship between the children and the school.

    e. To assist the teacher toward a better understanding of each child.

2. Project Initiation

    a. In-service

        (1) Utilization of school nurse

        (2) Utilization of faculty that experienced Home Visitations last school year (1966-67)

        (3) Utilization of faculty members who had Home Visitations in their role as church members.

        (4) Distribution of informative material

    b. Establishing Home Visitation dates.

    c. Arrangement with Department of Compensatory Education for release time for teachers.

    d. Notification to parents regarding Home Visitation

    e. Reservation Notice to parents

    f. Distribution of Forms

        (1) Progress Reports, Primary and Upper

        (2) Anecdotal Records

        (3) Home Visitation Teacher Evaluation

        (4) Daily Visitation Schedule

        (5) School Boundary Map

g. Discussion of Curriculum Correlation

    (1) Social Studies
        (a) maps
        (b) directions
        (c) neighborhood
        (d) community
    (2) Mathematics
        (a) distance
        (b) addresses
        (c) numbering system
        (d) time factor
    (3) Language Arts
        (a) written
        (b) verbal

3. Narrative Description

All teachers, grades Kindergarten through Six (13) participated in Home Visitations and visited approximately 94% of the homes. The remaining 6% includes those homes that were negative to the visit or parents not available for visitations.

Teachers made a concerted effort in contacting parents, where parents failed to respond to notices sent home, and an equal amount of dedication was attempted to accommodate those parents who found it impossible to be home on the scheduled days. These parents, in some cases, were accommodated before and after school hours.

To overcome the possibility of any language barrier, teachers relied on the services of our Mexican-American clerical aide. The aide was used approximately in ten different situations, and could have been utilized more if the visitations had been spread over more days or if another aide could have been available.

Teachers "checked in" at school each morning to double check changes on the schedule that might have been called into the office by parents or that they found necessary to change themselves. The office had a duplicate copy of the daily schedules as a means of convenience and in the event of any emergency.

Some teachers visited the homes with folders of samples of work from each child.

All teachers discussed the child's Progress Report with the parent/s and also promoted a getting acquainted atmosphere.

Anecodotal comments were recorded away from the home environment. Samples of comments were:

1. Small black and white cat in household
2. Yard very well kept
3. Crowded conditions in home
4. Horses available
5. Friendly atmosphere
6. Non-communicative parents
7. Talkative parent
8. Parents desirous of assisting with child's work but feels lost in trying to help.
9. Sickness in the family
10. Appreciative of visits
11. Economically poor home environment but neat and well kept
12. Hospitable

All teachers reacted very favorable to the experience--even the one or two that had apprehensions about the project.

Teachers felt that the average home waited with anticipated anxiety. A common occurrence was earlier dismissed children waiting outside the house anticipating the teacher's arrival.

The frequency of husbands waiting with the wife was more than anticipated and helped in lines of communication.

Teachers, in general, felt that the home visits resulted in a closer relationship between them and their class, and a more optimistic and positive position in regard to trying to get future parent assistance and cooperation.

Progress Reports were mailed to all parents that could not accommodate Home Visitations...also, Report to Parents.

The experience also paved the way for the administrator to form a Mexican-American parent group at Aynesworth. This group was instrumental in organizing and operating the first Mexican Festival (May 4) held at the school. The event was well attended by over 500 people and proved financially successful.

The culmination to the by-product of Home Visitations was an all-day sight seeing trip to San Francisco involving approximately thirty Aynesworth parents.

Recommendations:

1. All teachers desire to repeat the experience with released time provided.
2. Visitations would serve to a greater advantage if they could be held during the beginning of the school year.
3. A minimum of two days is essential in order to visit an average size class of 25 children.
4. Consideration given to the idea that the Home Visitation days not be restricted to any one week but available anytime during the fall.

Component XI
Health Services

I. Objectives

A. Provide health services so that an improved performance in the classroom will result.

B. Help parents utilize the various services available to them in the community.

II. Narrative Description

Approximately 7,500 students received additional direct health services as a result of this project. In all of these elementary schools designated as compensatory, screening for vision and hearing deviations was done at all grade levels. In five selected schools having the reading appreciation program, additional testing for vision deviations in grades 1, 2, 3, i.e. Titmus test was carried out involving 1,766 pupils. Data concerning follow through, that is referrals made on those not passing tests is included in the annual report of this department.

Because of this project, nurses had more time to actively participate in the classroom, reinforcing the teacher's instruction in areas relating to health. These included nutrition, family life, hearing, safety, communicable disease control, dental, personal hygiene, etc.

Areas of participating with faculty groups on health was felt to be very important. This was done in a variety of ways: total faculty group meetings, small grade level group meetings and individual contacts.

The nursing staff repeatedly reported that individual parent contacts relating to health and utilization of community resources seemed to be the best way of creating within the parent an awareness and the desire to make the positive decision to take necessary action on behalf of their child.

Within the framework of these designated schools, the involvement of two nurses with two parochial schools was made. Emphasis was placed on health education with faculties and participation on a limited basis in the classrooms. Nurses made available to the faculties of these schools resource materials in the area of health. No direct pupil service was given.

III. Evaluation

The results of the questionnaire filled out by teachers indicates that nurses are most effective in direct services to pupils and are utilized less in the area of health education. If health education is considered an objective of this program, more emphasis would seem needed in this area.

FRESNO CITY UNIFIED SCHOOL DISTRICT
Office of Planning and Research Services

Health Services

As a participant in the ESEA Title I compensatory education program, your school received additional health services time. This questionnaire is an effort to obtain teacher appraisal of this activity.

Directions: Using an IBM pencil, mark out the number of the mark-sensed card that represents your answer to each multiple choice question. In responding to this questionnaire, 1 = none, 3 = some, 5 = much, 2 = intensity between 1 and 3, and 4 = intensity between 3 and 5. After you have finished the multiple choice questions, please answer the essay question.

School____________________Grade Level_______________Date______________

	much	intensity between 3 & 5	some	intensity between 1 & 3	none
1. The increase in health services has allowed me to utilize the nurse to teach units in health education.	3 5	7 4	52 3	39 2	169 1
2. The increase in health services has benefitted me by improving access to information, instructional material, poster material and other instruction media used in teaching health units.	7 5	13 4	77 3	56 2	116 1
3. The nurse has helped me in understanding some of my pupil's health and educational problems.	51 5	48 4	80 3	38 2	54 1
4. The nurse has been available for consultation for individual health problems.	72 5	65 4	80 3	35 2	19 1
5. The nurse has been available for consultation for the development of health education units.	26 5	31 4	68 3	42 2	101 1
6. The home contacts made by the nurse has provided me with information that has contributed to a greater understanding on my part of some of my pupils's problems.	65 5	44 4	73 3	32 2	43 1

7. Please make any criticisms or suggestion regarding health services that you feel are pertinent.

PROJECT II

PRESCHOOLS

Evaluation Design For Project II

Part I through VIII of the evaluation of Project II contains a narrative description of the Fresno City Unified School District Preschool Program written by Mrs. Frances Forrester, Assistant Director of Compensatory Education. This narrative report includes descriptions of methods and curriculum used with preschool children, field trips, parent programs, special services, and pertinent subjective evaluation.

Part IX, a statistical analysis of change in intelligence of children participating in the preschool program, was written by Mr. Gordon Graves, Program Evaluator, Office of Planning and Research Services.

Both the narrative and the statistical analysis consider the total preschool program, which includes AB 1331 funding and ESEA Title I funding.

With the institution of the Preschool Follow Through Program in the Fresno City Unified School District in 1968-69, the evaluation of both the Preschool Program and the Follow Through Program will become the responsibility of the Office of Planning and Research Services. A longitudinal study of the possible long term effects of the preschool program upon children will be done.

Table of Contents of Project II

Involvement of Parents .... Part I

Study Trips .... Part II

Volunteer Services .... Part III

Junior Assistant Program .... Part IV

Inservice Training .... Part V

Preschool-Kindergarten Continuity .... Part VI

Follow Through Project .... Part VII

Statistical Analysis of Change in Preschool Childrens' Intelligence as Measured by The Peabody Picture Vocabulary Test .... Part VIII

District Code: | 1 | 0 | | 2 | 4 | 0 |

California State Department of Education
Director of Compensatory Education
Evaluation Unit
721 Capitol Mall
Sacramento, California 95814

ANNUAL EVALUATION REPORT

PROJECT INFORMATION

Elementary and Secondary Education Act of 1965, Title I
Public Law 89-10

Project Title: Preschool	Beginning Date: Ending Date:

1. Indicate the grade level and the number of students participating in this project:

Grade Level	Number Enrolled	
	Public	Non-Public
Preschool	240	30
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL	240	30

2. If that were adults participating in this project, indicate the number of:

a. School personnel a. ___________

b. Parents b. ___________

c. Community personnel c. ___________

PROJECT II

District Code: | 1 | 0 | | 2 | 4 | 0 |

FOR STATE USE ONLY

P 1 2 3 4 5

COMPONENT	COMPONENT CODE	NO. OF PARTIC.	MAJOR OBJEC.	RESEARCH DESIGN	MEAS. DESIGN	STAND. TEST	TOTAL COST ENCUMBERED
PRIMARY	11. 0 1 0 4	12. 270	13. 2 2	14. 2	15. 0 1	16. 5 1 5	17.$ ______
SECONDARY	21. _ _ _ _	22. _____	23. _ _	24. _____	25. _ _	26. _ _ _	27.$ ______
TERTIARY	31. _ _ _ _	32. _____	33. _ _	34. _____	35. _ _	36. _ _ _	37.$ ______
INSERVICE	41. _ _ _ _	42. _____	43. _ _	44. _____	45. _ _	46. _ _ _	47.$ ______

NOTE: For any minor-supportive components, identify the component and enter the code number:

1. ______________________	1. _ _ _ _
2. ______________________	2. _ _ _ _
3. ______________________	3. _ _ _ _
4. ______________________	4. _ _ _ _
5. ______________________	5. _ _ _ _

District Code: 1 0 | 2 4 0

Name of Component ____________________

Code of Test or Sub-Test ____________
Name of Test if not coded ____________
Copyright date of test ____________
Grade ________ Date Administered ________
Form ________ Level ________

TITLE I PRE-TEST

IQ	f	Cum f	%ile	Grade Placement
50	1	1	1	
51			1	
52			1	
53			1	
54			1	
55			1	
56	6	7	1	
57	9	16	1	
58	1	17	1	
59	11	28	1	
60	1	29	1	
61	4	33	1	
62	5	38	1	
63	5	43	1	
64	7	50	1	
65	9	59	1	
66	3	62	1	
67	1	63	1	
68	9	72	2	
69	7	79	2	
70	4	83	2	
71	10	93	3	
72	9	102	3	
73	6	108	4	
74	5	113	4	
75	14	127	5	
76	7	134	5	
77	6	140	6	
78	13	153	7	
79	5	158	8	
80	12	170	9	
81	5	175	10	
82	17	192	12	
83	6	198	13	
84	8	206	14	
85	12	218	16	
86			18	
87	24	242	20	
88	8	250	21	
89	15	265	23	
90	14	279	25	
91	5	284	27	
92	12	296	30	
93	4	300	32	
94	16	316	34	
95			37	
96	12	328	39	
97	13	341	42	
98	8	349	45	
99	5	354	47	
100	7	361	50	
101	21	382	53	
102	7	389	55	
103	4	393	58	
104	6	399	61	
105			63	
106	5	404	66	
107	5	409	68	
108	6	415	70	
109	7	422	73	
110	1	423	75	
111	6	429	78	
112	3	432	79	
113	5	437	81	
114	3	440	82	
115	2	442	84	
116	3	445	86	
117	2	447	87	
118	1	448	88	
119	1	449	90	
120			91	
121			92	
122	3	452	93	
123			94	
124			95	
125	1	453	95	
126			96	
127	1	454	96	
128			97	
129			97	
130			98	
131+	3	457	98	

District Code: 1 0 2 4 0

Name of Component ____________________

Code of Test or Sub-Test_______________

Name of Test if not coded______________

Copyright date of test_________________

Grade__________Date Administered________

Form___________Level__________________

TITLE I POST-TEST

IQ	f	Cum f	%ile	Grade Placement
50			1	
51			1	
52			1	
53			1	
54			1	
55			1	
56			1	
57	1	1	1	
58			1	
59			1	
60			1	
61	1	2	1	
62			1	
63	2	4	1	
64	1	5	1	
65	1	6	1	
66			1	
67			1	
68	1	7	2	
69	2	9	2	
70	1	10	2	
71	2	12	3	
72	3	15	3	
73			4	
74	3	18	4	
75	1	19	5	
76	4	23	5	
77	1	24	6	
78	2	26	7	
79	2	28	8	
80	3	31	9	
81	5	36	10	
82	3	39	12	
83	10	49	13	
84	1	50	14	
85	7	57	16	
86			18	
87	10	67	20	
88	3	70	21	
89	12	82	23	
90	12	94	25	
91	1	95	27	
92	20	115	30	
93	3	118	32	
94	17	135	34	
95	1	136	37	
96	22	158	39	
97	9	167	42	
98	17	184	45	
99	14	198	47	
100	16	214	50	
101	23	237	53	
102	3	240	55	
103	25	265	58	
104	8	273	61	
105	19	292	63	
106	9	301	66	
107	13	314	68	
108	10	324	70	
109	22	346	73	
110	1	347	75	
111	21	368	78	
112	9	377	79	
113	2	379	81	
114	10	389	82	
115	4	393	84	
116	10	403	86	
117	3	406	87	
118	8	414	88	
119			90	
120	16	430	91	
121			92	
122	10	440	93	
123	4	444	94	
124			95	
125	2	446	95	
126			96	
127	3	449	96	
128			97	
129	2	451	97	
130	1	452	98	
131+	5	457	98	

INVOLVEMENT OF PARENTS

The involvement of parents in all phases of the preschool program has been encouraged and furthered as much as possible.

It is recognized that being a parent is not an easy job, yet all parents desire to be the best possible kind of parent; that involved parents are necessary to the child's optimum development; that parents need to be inspired, stimulated and informed; that if parents are helped, the child and family will benefit.

The home and the school share the same goals for young children thereby making it imperative that the two work together to break down any existing barriers which might impede complete understanding and cooperation. This takes time, of course, but progress has been made this year in the following ways:

Participating in the Classroom

Parents have been urged to participate in the classroom once a week observing and assisting in various ways such as mixing paint, preparing craft projects, serving food, reading or telling stories, supervising the children on the yard, answering questions and giving love and affection.

Many people worked to make it possible for parents to participate -- volunteers took care of the younger children at home, aides and volunteers provided transportation and teachers and aides made each parent feel wanted and needed.

As parents helped in the daily activities of the classroom they became acquainted with instructional materials and ways of working with children in a school situation. It is believed that these first hand experiences will lead to improved attitudes toward school and reinforce learnings at home.

Parent Meetings

Parent meetings were held in each preschool center at least twice per month. Parents were involved in the planning scheduling and carrying out of the various activities to suit their needs, interests, and convenience. If meetings were scheduled during the day, volunteers and aides took care of the children. Several groups met in the late afternoon, ate together, then continued working after supper. The children had a part in the meetings, too. They made invitations, place mats and decorations for special occasions; they recorded songs, rhymes and stories on tape to be played; and they 'put on' programs and demonstrations for their parents.

Parent Meeting Activities

Many people worked together to help provide the varied kinds of meetings the parents felt they needed and desired. School personnel, representing the nursing and guidance services, teachers, principals, consultants, aides, volunteers, medical and dental officers, and representatives from many community agencies put a great deal of thought, effort and creativity into the meetings. The following list of discussion topics and activities indicates the scope and variety in the parent meetings:

- Understanding and working with preschool age children

  Sub-topics -- discipline, growth and development, fears, helping children help themselves, establishing listening habits, understanding children's play, answering children's whys, readiness, moral and spiritual values, how children learn, planning for special occasions, etc.
- Study and use of 'Hand in Hand' -- a handbook for parents written in English and Spanish.
- Study of Negro history and the cultural contributions made by various ethnic groups represented in the preschool classes.
- Health and safety practices

  Sub-topics -- nutrition, purchasing foods, weight problems (parents organized weight-watcher clubs in two centers), medical and dental care, immunizations, physical fitness, sanitation, tobacco and narcotics, cancer, common cold, tuberculosis, first aid, resuscitation, etc.
- Personal appearance

  Sub-topics -- use of cosmetics, care of the hair, clothing for children and parents.
- Craft projects

  Many parents enjoyed participating in the craft projects to make various things for themselves, their homes, their children and for gifts. Parents who came to work with their hands often returned to participate in the discussion-type meetings. Frequently the 'talking' went along with the 'doing'!

Sewing for the family -- aprons, dresses, shirts and playclothes

Making Christmas decorations, figurines, socks and toys

Decorating cakes, bottles, vases, wastepaper baskets, trays and jewel boxes

Making tissue paper flowers and dried flower and weed arrangements

Painting on wood, paper and burlap

Making felt pictures, purses and covered hangers

Using collage, paint and stitchery for wall plaques

Making things for class use -- drums, rhythm sticks and bells, folders for childrens' work, flannel board stories, flags, puppets, Valentine boxes, etc.

Painting and repairing equipment.

Study Trips for Parents

A series of study trips was planned exclusively for adult family members. The bus stopped at four or five preschool sites each time to pick up passengers. Trips were made to the Art Center, Fresno Museum, Friant Dam, Borden's Dairy and Berven Rug Mills. The purpose of these excursions was to extend the experience of the parents, to familiarize them with some of the cultural and industrial opportunities open to them and their families. In addition to the above, many teachers made special plans for parents who participated in the childrens' study trips. For example: when the children were taken to the airport, it was prearranged for the parents to visit the tower and the weather station, areas not open to the children. At the Fresno Public Library, Main Branch, parents were conducted on a tour of the library while their children listened to a story and selected books to take home.

As a follow-up to the series of study trips for parents a leaflet was prepared which lists places to visit things to see and do in and near Fresno. Hopefully, Family Fun will help parents plan trips and outings for their families during the summer ahead. All of the activities suggested would cost little and in most cases there would be no expense.

Several teachers compiled booklets of suggested activities and experiences for vacation time, i.e., recipes for clay and paste, craft ideas, branch library hours, Bookmobile route, swimming pool schedule, and fun things for the entire family. One teacher wrote:

> "Take a walk early in the morning or after supper and talk about things you see -- birds, flowers, fruit on trees, color of cars, kinds of houses or voices you hear."

Additional Parent Activites

A number of parents who were not able to participate in the classroom because of home duties, working, etc., joined the children on study trips.

Other parents contributed discarded items (eggcartons, covers, bottle caps, scraps of cloth, seeds, etc.) to be used for craft projects.

Many parents served on both the Preschool Parents' Advisory Committee and the Citizens' Advisory Committee. The members of these committees and other parent groups wrote more than a hundred letters to the legislators and to the Governor urging continued support and requesting continuance of the present funding plan for preschool education. And their requests have been granted!

Parents who have become interested in furthering or completing their own education have attended and participated in staff workshops and in courses offered by the Adult School and the Fresno City College. All mothers whose children were enrolled in the Reed Clegg preschool classes attended the Reed Clegg Adult School jointly sponsored by the Fresno County Welfare Department and the Fresno Adult School.

As a direct result of first becoming involved in the preschool program, many parents and aides have served as officers and committee members on the schools' parent-teacher association boards. A former preschool father is president-elect and his wife will serve as historian of their PTA group. Both attended the State Convention in San Francisco. Mrs. S. said, on her return, "I was so impressed by the general spirit of the people working together for a good cause and finding out that we all have about the same problems."

Special Projects

A very successful Mexican Festival was held in one school with many preschool parents helping in the planning and the operation of the project. The preschool aide was co-chairman of the event.

The parents in several preschool classes wrote and produced a newsletter. (see sample copy)

The Fresno Chamber of Commerce sponsored a 'Keep Fresno Beautiful' contest and the preschool parents won a special group award.

At the end-of-the-year Citizens' Advisory Committee meeting preschool parents exhibited items which they had made in their parents' meetings. Displayed were gorgeous paper flowers, clever felt pictures, handsome purses, attractive wastebaskets, expensive looking jewel boxes and colorful summer dresses.

A number of the classes organized family picnics as the last event of the year. The attendance was phenomenal! One class reported reservations for eighty and another group had 140 children and adults attend!

STUDY TRIPS

The value of the study trip can not be overestimated. Two classes combined and were allowed a bus to take them on five trips of their choice. Parents participated in the selection.

The places chosen to visit were the Fresno Public Library, main branch, the fire station, pet shop, Fresno County Fair, Fresno Mall, Art Center, bus station, railway station, airports, potato chip factory, Harpain's Dairy, Kearney Park and Roeding Park and Zoo.

Other trips were planned and organized independently including many short walking trips.

Parents were urged to go on these trips not only because their help was needed in supervising the children but also because of the enjoyment and benefit they might derive. A teacher commented: "This is an ideal mother-child shared experience."

It has been gratifying to have so many parents willing to go on the trips and do their part in giving explanations, pointing things out to the children and being helpful in many ways.

The study trips made it possible to acquaint children for the first time with many animals, places and things. It is exciting to have your first bus ride, to see farm and zoo animals at close range, to window shop on the Mall, to handle and look through many books, to touch a cow and see her milked, and to realize that milk from a cow is warm and not cold, to try on a fireman's hat and to sit in a fire truck, to get close to an airplane and to sit in it.

Opportunities such as these add greatly to the language and vocabulary development of the children. The sheer enjoyment of the trips plus the relationships with people and the standards set contributed immensely to learning and attitudes.

Excerpts from Study Trip Evaluation reports:

One teacher reported after a visit to the library, "The childrens' careful handling of the books and magazines showed that they were learning to value and take care of property."

"After a trip to the Zoo each child talked into a tape recorder about his favorite animal."

"Many children are able to respond in English now and have been in the program only two and a half months!"

"At the start of a trip several children cried and didn't want to go on the bus. They didn't cry coming back home!"

"All year long Marie's responses had been unintelligible until we visited the pet store and Marie said 'dog' so that all heard and understood her."

"We made butter, after returning from a visit to the dairy, and one child said, 'Mommy, this has been such a fun school day'!"

FRESNO CITY UNIFIED SCHOOL DISTRICT

Department of Compensatory Education Services - Preschools

STUDY TRIP EVALUATION

Date of trip ____________________

Teacher
or
Teachers ____

School
or
Schools ____ AM _______ PM ________

Place of visitation ____

Number of children ____________________ Number of Adults ____________________

Did you find any new or interesting ways that furthered the children's concepts about this place of visitation? This might deal with preparation, the trip itself or follow up. If so, please comment ______________________________________

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Please comment on childrens and/or parent responses to the trip ______________

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9/27/67
Preschool 7
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VOLUNTEER SERVICES

Many volunteers have given freely of their time and talent to the preschool programs.

Volunteers from the immediate school communities have been especially helpful. One grandmother comes to school on every day except Friday and on that day takes care of the younger children in a family so that the mother can participate.

A former participating mother helps in the preschool three afternoons a week and also babysits so other mothers can have the opportunity to attend parent meetings.

The Fresno Volunteer Bureau and other community groups have recruited volunteers to work in the preschool centers. Thirty-two volunteers from the community have contributed their time and services throughout the year.

JUNIOR ASSISTANT PROGRAM

In cooperation with the work-experience supervisor of the developmental classes for the educable mentally retarded high school pupils, four young women served in our preschool classes during the afternoon sessions this past year.

The four cooperating teachers met with the preschool coordinator, the principals and the supervisor periodically to discuss progress and any problems.

The teachers were high in their praise of the students and felt much growth had taken place.

The work-experience supervisor was extremely pleased with the success of this pilot project and plans to enlarge the program this coming school year. Young men will be invited to participate.

INSERVICE TRAINING

Through the 1967-68 school year, twenty-nine inservice and/or organizational meetings have been held for preschool teachers and aides. Seven of these meetings were for teachers only, three were for aides only and the remaining nineteen meetings were held for teachers and aides together. In order to make communication easier and to adapt schedule to the needs of the teachers and aides, four small daytime meetings were often held on one topic, rather than calling an evening meeting for one hundred people. Invitations were extended to preschool and Head Start personnel of outlying areas not attached to the Fresno City Unified School District for those meetings which were not organizational in content.

Thirty-one of our teachers assisted the office staff in planning and presenting inservice meetings. Five meetings were conducted by Fresno City Unified School District personnel outside of the preschool department. Consultants from outside the district were used at two of the meetings. Meeting dates and topics were arranged as follows:

September 6th 1 meeting	8 - 9:30 a.m.	Attended by aides District wide meeting to hear Superintendent
September 6th 1 meeting	10 -11:30 a.m.	Attended by teachers District wide meeting to hear Superintendent
September 7th 1 meeting	a.m.	Attended by teachers and aides Organizational meeting
September 20th 2 meetings	a.m. & p.m.	Attended by teachers Organizational meeting
October 18th 2 meetings	a.m. & p.m.	Attended by teachers and aides Communicating with parents Discussion and films
October 25th 2 meetings	a.m. & p.m.	

November 28th 2 sections Dinner meeting	 p.m.	Attended by teachers and aides Music Workshop Rhythms and songs Presented by a consultant and 10 teachers
January 17th 2 meetings January 31st 2 meetings	 a.m. & p.m. a.m. & p.m.	Attended by teachers and aides Overview of available audio visual materials and library facilities Presented by F.C.U.S.D., Instructional Materials Center staff
February 14th 2 meetings February 21st 2 meetings	 a.m. & p.m. a.m. & p.m.	Attended by teachers and aides Art Workshop Each meeting offered three different art experiences, some for children, some for parent projects. Presented by 12 teachers.
March 13th 2 meetings	 a.m. & p.m.	Attendance optional for teachers Discussion of How to plan and work with an Aide
March 20th 2 meetings	 a.m. & p.m.	Attendance optional for aides Discussion of How to work with Teachers to help provide a good experience for children
March 27th 2 meetings	 a.m. & p.m.	Attended by teachers Discussion of preschool equipment needs, testing, and records for kindergarten teachers
April 24th 2 meetings May 1st 2 meetings	 a.m. & p.m. a.m. & p.m.	Attended by teachers and aides Using the outdoors as a classroom Films, slides, and activity Presented by 9 teachers
May 27th 1 meeting Dinner meeting	 p.m.	Attended by teachers and aides Developing coordination and perception Demonstration, activity, film and lecture Presented by a consultant

In addition to the inservice meetings offered through the preschool department, preschool teachers and aides have attended the following classes, workshops and conferences during the 1967-68 school year.

FRESNO STATE COLLEGE CLASSES

COURSE	NUMBER IN ATTENDANCE
Development of the Disadvantaged Child	1
Extension Classes in Curriculum of the Preschool	33
Storytelling Workshop	3
Supervision in the Preschool	4
Communication and The Culturally Deprived	3
Principles of Sociology	1
Field Experience with Exceptional Children	1
Observation and Participation	1
Spanish	2
Arts and Crafts	5
Psychology	2
Rhythmics for Mentally Handicapped	1
Independent Study	2
Speech	1
Music Appreciation	3
Poetry	3
World Literature	1
Teaching Modern Math	1
U.S. History	1
Meteorology	1

FRESNO CITY COLLEGE CLASSES

COURSE	NUMBER IN ATTENDANCE
Child Care and Training	14
Nutrition	6
Family Life Education	3
Psychology	2
Principles of Sociology	1
Geography	1

FRESNO ADULT SCHOOL CLASSES

COURSE	NUMBER IN ATTENDANCE
Parent Education	2
English	1
English Composition	1
American Government	1
Biology	1
Physical Science	1

UNIVERSITY OF CALIFORNIA CLASS

COURSE	NUMBER IN ATTENDANCE
Movement Exploration	2

WORKSHOPS AND CONFERENCES

COURSE	NUMBER IN ATTENDANCE
Central California Educators Conference	43
National Association for the Education of Young Children	4
Mexican American Education Society Workshop	4
California Association for Health, Physical Education and Recreation Workshop	2
Mental Health Workshop	2

PLANNING FOR PRESCHOOL-KINDERGARTEN CONTINUITY

Since continuity of experience is an important determinant of the child's development, kindergarten planning and operation must take into account the relationship between the kindergarten program and the previous preschool or Head Start experience.

In order to initiate the planning phase principals, preschool teachers, kindergarten teachers, aides and nurses met early in the spring to discuss current preschool and kindergarten programs; the children involved; identifying and grouping preschool graduates in kindergarten classes; the transmission of records; and evaluation procedures.

A questionnaire was sent to all involved personnel in April. The questions asked were based on the topics discussed in earlier meetings. The answers listed reflect the opinions of the majority of the respondents.

1. Question: How will preschool and Head Start children be identified?

   Answer: Through the Cumulative Record cards started in preschool and through lists of names provided by the Preschool Department.

2. Question: How should preschool and Head Start children be placed in kindergarten?

   Answer: By clustering or grouping the preschool children in two or more kindergarten classes depending upon the number of classes.

3. Question: What records and information would be really useful to the kindergarten teacher?

   Answer: The Cumulative and Health Record cards plus a short check list of individual growth items with spaces for written comments. (See sample card)

4. Question: What are the characteristics of a kindergarten program which will insure continued progress for each child?

   Answer: An individualized program of instruction; self-selected and self-pacing activities; use of indoor-outdoor classrooms; parent involvement; classroom aides; special instructional materials; additional indoor and outdoor equipment.

As a result of the opinions expressed above, additional meetings were held and the following procedures decided upon for the 1968-1969 school year.

Grouping

In order to follow preschool and Head Start children through the kindergarten year and to provide an extended and enriched program, the children will be grouped or clustered in the kindergarten classes.

No one class will be made up entirely of preschool or Head Start children. Neither will these children be "scattered" through every kindergarten class in the school.

Program

By identifying and grouping the children as suggested an enriched program of instruction can be provided for the children, and a meaningful program of inservice education provided for teachers and aides.

Evaluation

As a result of early identification and grouping of the children for instructional purposes, a design for continuous evaluation can be set up.

Articulation

In order to implement the above provisions, principals, preschool teachers, kindergarten teachers, parents and others will meet regularly to exchange ideas and information which will provide the necessary continuity for children and programs.

FOLLOW THROUGH PROJECT

Fresno City Unified School District has received a grant to conduct a Follow Through project for the 1968-1969 school year.

This program, a joint undertaking of the United States Office of Education and the Office of Economic Opportunity, is aimed at continuing and extending the gains made by preschool and Head Start children into kindergarten and on through the primary grades.

The program will be conducted in six kindergarten classes located in three elementary schools designated as compensatory schools. Twenty-five children will be enrolled in each class.

Dr. Glen Nimnicht of the Far West Laboratory for Educational Research and Development will test his program model in Fresno City's Follow Through project. This program emphasizes the development of a positive self image in the children, the development and sharpening of the senses, language ability, concept formation ability and problem solving ability.

Dr. Nimnicht and his staff will train the project coordinator who, in turn, will provide orientation and continuous inservice training for teachers, aides and volunteers.

The project will be evaluated by the Far West Laboratory, the District's Office of Research, and by sources on a national level.

Follow Through kindergarten teachers will use the District's curriculum plan plus the addition of innovative techniques and materials over and above the regular program. The 180 minute kindergarten day will be lengthened to 270 minutes to provide time for the enriched and extended program.

While the program emphasis will be on the cognitive and affective development of the child, ancillary services will provide nutritional, health, social and psychological services to the child and his family. Parent involvement will become a major thrust of the program.

Statistical Analysis of The Results of A Testing Program Utilizing The Peabody Picture Vocabulary Test to Evaluate Possible Change in Intelligence As A Result of The Preschool Program

A statistical summary of the results of a testing program using the Peabody Picture Vocabulary Test (PPVT) will be found in Table II. The test design used the PPVT Form A as a pretest in September, and the PPVT Form A again, as a postest in May. A paired comparison analysis was done, which means that only children who took both the pretest and postest are considered in the analysis. A test for the significance of gain was computed for each class; the results of this analysis is reported in Table I. A test for the significance of gain for each major ethnic group in the program, Mexican American, Negro, and All Others, was done and is reported in Table III. An analysis of variance was computed to determine whether these major participating ethnic groups differed from one another in the pretest and/or postest. The results of these analysis are reported in Tables IV and V.

Results:

As reported in Table I, of the 47 classes considered, 38 gained significantly in intelligence as measured by the PPVT. Each major ethnic group gained significantly as demonstrated in Table III. An analysis of variance reported in Table IV revealed a significant difference between these groups on the postest. The same significant difference and rank order prevailed on the postest reported in Table V.

Discussion:

As evidenced by the PPVT, this program has been successful in increasing the intelligence of preschool children as measured by the PPVT. Whether or not this gain is lasting, or will result in better performance and learning in the primary grades, has yet to be demonstrated. This question, as to the longitudinal benefits of this program, is being explored.

TABLE I

A Comparison of Pretest Mean IQ Scores and Postest Mean IQ Scores by Classroom Groups. The Pretest Used Was The Peabody Picture Vocabulary Test Form A, Administered in September 1967. The Postest Used Was The Peabody Picture Vocabulary Test Form A, Administered in May 1968.

School		N	Pretest		Postest		Diff.	r	t
			x	S.D.	x	S.D.			
Addams	1	7	94.72	11.11	100.43	5.50	+ 5.71	0.51	1.58
	2	12	93.75	15.49	99.33	9.00	+ 5.58	0.78	1.91
Aynesworth	1	9	81.56	17.33	101.67	7.30	+20.11	0.64	4.36*
Calwa	1	7	67.00	23.55	97.71	8.68	+30.71	-0.27	2.99*
	2	8	72.88	11.26	91.88	5.95	+19.00	0.72	6.64*
	3	9	70.67	8.22	92.22	7.38	+21.56	0.83	13.90*
	4	9	86.33	11.58	92.22	8.77	+ 5.89	0.74	2.27
Carver	1	11	79.00	7.84	98.27	7.03	+19.27	0.01	6.09*
	2	11	95.18	18.05	117.27	14.39	+22.09	0.54	4.62*
	3	9	86.11	13.08	96.56	12.53	+10.44	0.81	3.98*
	4	11	88.45	10.42	100.00	8.60	+11.55	0.75	5.49*
Emerson	1	6	77.67	9.45	90.50	19.30	+12.83	0.87	2.63*
Fairview Height	1	11	73.09	13.68	95.36	7.45	+22.27	0.50	6.23*
	2	10	77.50	12.98	91.00	17.49	+13.50	0.75	3.69*
Figarden	1	3	65.33	12.50	83.33	15.92	+18.00	0.86	3.76
Franklin	1	12	75.42	10.65	89.17	9.26	+13.75	0.65	5.63*
	2	12	84.33	11.44	103.17	11.67	+18.83	0.54	5.90*
Heaton	1	7	93.43	21.71	107.43	16.55	+14.00	0.88	3.52*
Jefferson	1	8	93.38	13.55	113.13	10.46	+19.75	0.52	4.65*
	2	6	85.50	11.60	96.50	9.11	+11.00	0.81	3.95*
	3	11	104.91	10.05	115.82	13.66	+10.91	0.78	4.19*
	4	13	83.54	15.10	102.77	15.70	+19.23	0.62	5.18*
Kirk	1	12	84.42	11.03	98.92	11.21	+14.50	0.89	9.47*
	2	12	83.67	11.43	104.00	9.17	+20.33	0.34	5.90*
	3	9	97.44	8.02	101.33	3.27	+ 3.89	0.81	2.04
	4	11	91.09	13.86	99.64	12.62	+ 8.55	0.53	2.19
Lane	1	13	99.62	12.37	106.62	9.67	+ 7.00	0.87	4.11*
	2	11	89.55	19.98	98.00	13.89	+ 8.45	0.70	1.96
	3	11	78.00	16.95	92.91	12.82	+14.91	0.69	4.02*
	4	12	89.50	13.88	105.25	9.61	+15.75	0.59	4.84*
Lincoln	1	13	88.69	21.32	100.54	15.56	+11.85	0.48	2.20*
	2	10	74.10	9.81	97.70	8.19	+23.60	0.48	8.08*
	3	10	74.50	12.31	94.90	9.97	+20.40	0.69	7.10*
	4	13	87.69	9.60	96.77	13.70	+ 9.08	0.30	2.30*
Lowell	1	9	97.56	11.56	104.00	14.62	+ 6.44	0.53	1.49
	2	11	85.82	16.75	102.09	15.17	+16.27	0.72	4.53*
Rowell	1	12	98.25	10.19	117.67	4.62	+19.42	0.36	7.03*
	2	7	85.43	17.17	103.00	16.74	+17.57	0.77	4.07*
	3	8	93.50	18.75	101.75	17.31	+ 8.25	0.80	2.03
	4	11	93.45	6.68	109.09	7.22	+16.45	0.12	5.64*
Teilman	1	11	82.45	14.40	97.18	10.72	+14.73	0.46	3.64*
	2	7	86.43	13.75	99.00	7.46	+12.57	0.77	3.59*
Webster	1	8	96.88	21.34	119.88	9.02	+23.00	0.75	4.12*
Winchell	1	10	82.20	11.31	104.50	6.80	+22.30	0.43	6.77*
	2	10	90.90	22.73	104.40	10.58	+13.50	0.84	2.84*
	3	10	85.00	13.44	99.50	9.70	+14.50	0.61	4.26*
	4	4	75.75	8.81	84.50	8.99	+ 8.75	0.93	5.17*

*Significance at .95 level of confidence

TABLE II

Statistical Summary of Pretest and Postest Data. Data Reported Are IQ Scores of The Peabody Picture Vocabulary Test Form A. Pretest Administered Sept. 1967, Postest Administered May, 1968.

Ethnic Group	N	Pretest				Postest			
		X	X	Mean	S.D.	X.	X	Mean	S.D.
Mexican-American	198	16563	1431985	83.65	15.32	19559	1967737	98.78	13.42
Negro	165	14087	1239705	85.38	14.98	16665	1708591	101.00	12.41
All Others	89	8393	819821	94.30	17.84	9461	1025477	106.30	14.89

TABLE III

Statistical Comparison of Pretest vs. Postest Mean IQ Scores by Ethnic Group. The Test Used Was The Peabody Picture Vocabulary Test Form A. Pretest Administered Sept. 1968, Postest Administered May 1968.

Ethnic Group	N	Pretest		Postest		r	Diff.	t
		S.D.	Mean	Mean	S.D.			
Mexican-American	198	15.321	83.651	98.782	13.423	.625	+15.13	16.62*
Negro	165	14.982	85.375	101.000	12.413	.623	+15.62	16.44*
All Others	89	17.843	94.303	106.303	14.894	.719	+12.00	8.95*

* Significant at .95 Confidence Level

TABLE IV

Analysis of Variance of Pretest Differences Between Ethnic Groups. The Test Used Was The Peabody Picture Vocabulary Test Administered September 1967.

Source	SS	df	MS	F
Between G	7228	2	3614	14.51*
Within G	111815	449	249	
Total	119043	451		

* Significant = .05

TABLE V

Analysis of Variance of Postest Differences Between Ethnic Groups. The Test Used Was The Peabody Picture Vocabulary Test Administered May 1968.

Source	SS	df	MS	F
Between G	3475	2	1737.5	9.65*
Within G	80809	449	180.0	
Total	84284	451		

* Significant = .05